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THE JOURNAL OF EDUCATION

Volume 131 SEPTEMBER, 1948 Number 6

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Education Is Your Responsibility	FREDERICK J. LUDWIG RICHARD E. BAWDEN
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As we go to press . . .

A familiar object on the opening day of school is the flustered boy in a new suit of clothes, his Sunday necktie carefully knotted with mother's help, his shoes glistening with Dad's polish and reflecting discomfort.

This September JOURNAL comes to school with a fellow feeling for that youth. For the JOURNAL, too, wears a new suit of clothes. The printer, preferring to call the magazine "she," speaks of what has happened as a new type dress. All the same and whatever it be called, we are a trifle fussed, not quite certain how we look even to ourselves, hoping our readers will not notice anything too odd or comical, faintly wishing to be approved. Anyway we are not vain—and we have been told often enough "If you behave as well as you look you will be all right."

We must try not to be vain about our behavior either, so we will not boast.

The JOURNAL, as you doubtless know, is a two-in-one periodical. It seeks to bring you news and information about your profession generally, and to help you unravel your specific problems.

In pursuance of this second point, we organized The Answer Swappers, whose seventh session takes place in this month's issue. We invite you to meet with the Answer Swappers and to participate by sending along tested solutions you yourself have originated or observed.

In a small corner of page 187 you will find the beginning of another feature which will surely grow in interest and value as months go by. "My Teaching Is Easier Because . . ." is the caption. Just think how useful an interchange of secrets on that score can become! So send along yours.

Would-be contributors sometimes ask us if we care to receive unsoliciated material. We certainly do. How else can fresh talent be discovered and developed for the readers of any publication? Every manuscript sent to us is given prompt and—we trust—fair consideration. The best still waits to be written. Naturally we shall be standing at attention when it comes this way.

Bong goes the bell and our school year starts. Thanks for being with us and the best of luck to all of you!

Your Textbook Reporter

Foundations of Psychology

A college text that is not beyond the capacity of high school students to understand—this is what strikes us first in our scrutiny of *Foundations of Psychology*. The range and scope are larger than high school students require. But could anything show poorer psychology than a college text that assumes full mastery of language, maturity of thought and a fondness for dull prose to have been acquired in the few short months between secondary school and university?

The book is a composite product of a score of specialists, but one would never suspect it from any inconsistencies of style or definition. Profiting from the experience of two earlier books, the three editor-authors have reported upon the whole field of psychology both past and present with clear objectivity, though with evident intent to render the subject useful to the students—in controlling his responses, learning how to learn, how to think, how to become a worthy member of the larger group.

Teachers and teachers in the making could do much worse than to con this particular treatise. We will not aver that it reads like a novel, but when you consider the complexity of its subject, you will have to admit that a splendid job of arrangement and exposition has been done.

THE FOUNDATIONS OF PSYCHOLOGY, edited by Boring, Langfeld and Weld. John Wiley and Sons, New York. $4.00.

Do Your Own Thinking

Do we think or do we merely think we think? To the end that more of the coming generation may actually utilize their own mental apparatus, another man has written another book. Its title reads: *Do Your Own Thinking*. This is excellent advise and challenging withal. But how? Evidently the business is not too simple. But the author breaks it down into pieces and discusses each piece in a way that requires no great intellect to comprehend.

It is psychology getting down to brass tacks—making us look at our attitudes, examine our prejudices, discover how to discipline our emotions without ignoring them; telling us what tricks to expect in argument or propaganda, pointing out the needs of the world and ourselves for creative thinking, treating our personalities, our hobbies, even our ethics as if we really had some latent possibilities. We forgot for a while that this is a textbook for high school youth, so absorbed were we with what it did for your reporter. We even found the questions along the road and the for-instances quite stimulating.

But if we were to give you our opinion of *Do Your Own Thinking*, we should be guilty of interference with your pleasure in doing what the title says. So maybe we should leave you with the hint that it is worth looking into.

DO YOUR OWN THINKING. C. H. Scherf. The McGraw-Hill Book Company, New York. $2.40.

This Is America's Story

Three authors and an editor have pooled their experience and strategy to make seventh and eighth graders more familiar with the backgrounds of this country's history than were those high school graduates of a few years past, who ran afoul of a famous history questionnaire. The new text bears the title *This Is America's Story*. An introductory section of sixteen pages employs varicolored pictures and maps and inescapable type display to "sell" present-day America to the pupil as something whose origin is worth knowing. Hundreds of photographs, paintings, cartoons, charts and diagrams enliven the text throughout its 600-odd pages. Questions at the heads of chapters should whet the reader's curiosity and there is liberal hammering on these and other captions to keep outlines clear as highway signposts. But it is more than a picture book or an exhibition of typographic layout. For a pretty consistent attempt has been made to deal with what is really significant, to relate cause and effect, to show how the past operates in our lives today.

THIS IS AMERICA'S STORY. Wilder, Ludhim, Brown. Houghton Mifflin Company, Boston. $2.96.

Thought Pictures

Were we dreaming, or did we just now whip through an English grammar that never mentioned verbs, nouns, adjectives or even the sentence? It was not a dream, but an actual textbook. Its full title: *Thought Pictures in Reading and Writing*.

It is as if you had grown familiar with the English language through much use and hearing of it and had decided to break down the system and find what makes it tick. Thus the author identifies exactly six basic thought patterns, known to you and me as types of simple sentences. Closer study reveals action words, words denoting state of being, helping words, names. As the old reliable parts of speech are reviewed we see them in new lights, as steering words and this or that. And so on through all the patterns commonly employed in any well behaved language, if ours is one. There is an equally original treatment of punctuation, with occasional circumlocutions to avoid ancient ruts. Exercises are numerous and the excerpts from literature and the daily press are well suited to the purposes of illustration and study. Once you have learned the patterns, get busy and apply them or identify them in these passages.

The book concludes with practice in detective work—figuring out the meaning of *altruism*, *fallacious*, and scores of other words from clues given in the context. This should be fun.

Under an enthusiastic teacher the text might prove fruitful to a high school class. It might have even greater value to the teacher himself if only to sweep away the cobwebs of traditional terminologies and definitions, and again to afford interesting sidelights on matters difficult to explain.

THOUGHT PICTURES IN READING AND WRITING. Roland Barker. Bureau of Publications, Teachers' College, Columbia, New York. $2.00.

Teaching Adolescents

There is so much to learn before one may teach, that many an experienced teacher has written his precepts into a book and no two of these books are alike. Before us at the moment is one called *Teaching Adolescents in Secondary Schools*. And it again is different. While it seems to keep a good balance between general principles and their applications, as do other good books in this field, we detect a worthy effort to avoid meaningless phrases and to preach common sense. Here you will find no cut and dried methodology, no prefabricated formulas, but a recognition instead that there are many ways of getting across what you want to get across if you are convinced it is important, and about the best way is to ask a question. The author himself asks a great many questions at the ends of chapters, and such questions! If they fail to start discussions and to stimulate thinking, then we miss our guess.

The work offers a helping hand to the novice by making him aware of his new situation in all its relationships with students, colleagues, the community, the curricula and the remainder of the setup, aware of what attitudes and adaptations and objectives can bring success.

Those who appraise a treatise on teaching by internal signs that the writer is himself a good teacher, will be likely to give *Teaching Adolescents* a high rating.

TEACHING ADOLESCENTS IN SECONDARY SCHOOLS. Harry Rivlin. Appleton-Century-Crofts, New York. $3.

College Reader

First we note that the *College Reader* is a trifle less huge and ponderous than some of those for junior high schools, possibly on the assumption that campus life should not be overburdened. Still it is no puny volume nor can we think of any literary form that has been slighted. Indeed it is a most democratic and universal collection of specimens drawn from American and British writers of both past and present. For, as the editors properly contend, there is not past or present in human responses but only rediscoveries by each new generation of what has been thought and felt before.

The purpose of the book is not to provide material for a history of literature, but rather to furnish collateral readings for students of composition. For he who would learn to write must—at least in formal education—observe how others before him have expressed themselves in prose or verse or drama or whatever forms there be. So here have been gathered mental samplings of the great and less great, in non-fiction and fiction. Occasionally one spies a piece encountered down in the grades, but the next page flashes an essay or sketch not easily or often met apart from other writings by the same authors.

The continuity and diversity of life as it impinges upon the minds of Americans and their cousins across the pond are amply illustrated in this volume. To most of us it would be a far more acceptable gift for our leisure hours on a deserted island than for example, a five-foot shelf of the world's masterpieces. The undergraduate, having more companionship and less time to read, may have to be told what to read before scribbling his daily theme, and, if so, here's not too hard going.

COLLEGE READER. Watt and Cargill. Prentice-Hall, Inc., New York. $5.30.

America Through Literature

Great names and a heap of dull reading have too long characterized the formal course in American literature for high schools. More recently has risen the idea of a course in trying to capture the spirit and meaning of America from the pages of writers, whether famous or obscure, who have conveyed in prose or verse single phases of this country's life and growth. Much material for such a course is available in *America Through Literature*, one of a series of high school anthologies by Cook, Loban, McDowell and Stauffer.

Here in a hundred fifty and more selections by about half as many writers, are many exciting accounts of those achievements, struggles, quests and strivings, those adventures in living together which gradually and in a sort of historic sequence unfold the secret of a nation. We can hardly expect foreigners to understand America until more of us have studied it ourselves. What looks like an agreeable and effective way to approach such study and understanding is this newly published collection of grass roots literature. Mind you, the material is literature, has merit of style and form, but this is incidental. America is speaking its mind and heart out. Young America not only ought to listen, but may even like to do so.

AMERICA THROUGH LITERATURE. Cook, Loban, McDowell and Stauffer. Harcourt Brace and Company, New York. $3.00.

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Tall Tales

Comes Book 3 of the Independent Reading Series—its title *Tall Tales.* Since the whole idea is to make the youngster so keen about getting the story that he will puzzle out the new words, the rest of the book is the yarns it tells and the help it gives the teacher to transmit to her pupils in this matter of puzzling out. On both counts the little book seems to score. The tales are fantastic, absurd and whimsical on what appears to be the nine-year-old's level—which, incidentally, lets your reporter into the enjoyment of them. Although he hadn't time to read all he wanted, he suspects that tall ones that are mere exaggerations devoid of real humor have been excluded. Neither did he recognize much old material. The publishers claim the machinery is well concealed and this is a fact. Pictures in full color add to the charm that is to lure the children into reading, while their teacher tends the controls in a manner suggested by her special chapter. We hope she doesn't object too much to juvenile laughter.

TALL TALES. Artley and Gray. Scott, Foresman and Company, Chicago.

Background of World Affairs

It is difficult for young people to become interested in the significant news of the day without some knowledge of preceding events and general world conditions. Hence the need for a text such as *Background of World Affairs,* recently revised to include the first two post-war years. The treatment is concise, because the authors obviously did not wish the prologue to monopolize the time allotted for the day-by-day drama of this exciting and perplexing period. However, there is much useful information packed between covers and much basis for further study—with this easily read book as a sort of springboard.

BACKGROUND OF WORLD AFFAIRS. Julia Emery. World Book Company, Yonkers, New York. $1.96.

History of the United States

Faced with the question of chronological or topical arrangement, the authors of *History of the United States* seized the dilemma by both horns. The result is a pattern of five themes or topics repeated in each of the seven epochs into which the story of the United States from 1607 to 1947 seems more or less naturally to be divided. The pattern within each epoch is Migrating and Settling; Making a Living; Living Together; Building a Government; and Rising Among Nations. Thus the first two sections are concerned with economics, the third with sociology, and the final two with political and military matters. The plan works out quite neatly, providing thirty-five study units in a system readily followed by the student.

The book will appeal to teachers who prefer a carefully written book to an inspired one. Much as we deplore a bulk of 800 pages, all must realize the next to impossibility of making the development of the United States intelligible in much less space.

Of course if high school graduates are to undergo a history quiz at hands of some newspaper, a shorter book with important names and episodes in big type might be more effective.

HISTORY OF THE UNITED STATES. Dumond, Dale and Wesley. D. C. Heath and Company, Boston. $3.20.

Toward Liberal Education

Three editors representing as many different colleges have pooled their efforts to produce this reader for freshmen. Unlike most literary collections on that level, *Toward Liberal Education* divests itself of the aims of supplying models or of giving entertainment. Instead, it undertakes to reveal, little by little, what a truly educated person is concerned about. And this "what" comprises many matters in the world of thought and knowledge. The reader consists of essays old and new by writers who have something to say that deserves consideration. The writers are not all men of genius, though many of them are.

The work would be much less vital than it is if it were not for the pointed questions assembled in the appendix. These offer needful clues to what the authors are trying to accomplish. Also from these inquiries it becomes clear that the editors have no ax to grind, no thesis to support—beyond that which is implicit in the title; namely, that college students should learn to view facts objectively, to weigh opinions and to grapple with ideas.

The volume is indeed a meaty one, certainly flavorful and probably sufficiently free from toughness to prevent choking on the part of any student capable of being educated in the arts pertaining to mankind's progress.

TOWARD LIBERAL EDUCATION. Locke, Gibson, Arms. Rinehart and Company, New York. $3.00.

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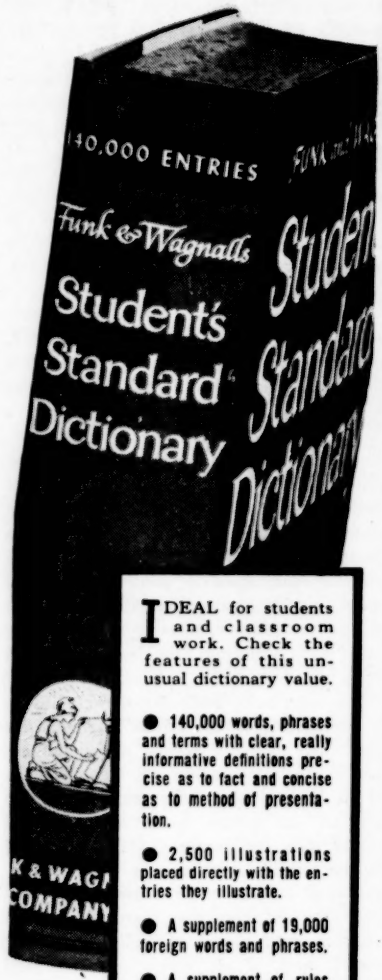

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EDITORIALS

Pre-Campus Advice

While the title, "Brains Aren't Everything" may have a certain enticement for young persons about to enter college, it hardly does justice to the pamphlet that Dr. Wray Congdon of Lehigh University has written and the university has published. For one finds here no attempt to blink the fact that brains are generally needed by those who would succeed in the competitive atmosphere of college. Indeed the pamphlet is replete with sound advice for subfreshmen and freshmen, concerning the situations one has to face on campus and the qualities essential. We recommend that everyone planning to enter any sort of college procure a copy and read it carefully.

At one point Dr. Congdon suggests that the applicant for admission to any given college ask for a frank opinion from the admission officers as to whether he, the applicant, with his known grades and records and test scores can expect to do above-average work in this institution. The author believes such a question would elicit an honest answer and we hope this is the case. We doubt, however if many applicants will be so bold as to ask it. There really ought to be some book of reference that would tell the prospective student just how stiff would be his competition in the respective colleges of the country. There exists a good deal of grapevine information on this point. But the minute any one tries to set it down in printed form, a tremendous squawk can be expected. The very idea that some other college has higher standards than ours is an insult. And yet—we all know there are differences. And guidance officers quietly advise their adolescent charges to steer away from this one and in the direction of that other where the work will be easier or harder, as may be best suited to the counselee.

Don't Look Now

The predicted era of speed-up education, with audio-visual aids playing the star role, has been slow to eventuate. There are, to be sure, a great many sound pictures available for school use. And school systems in the larger cities are constantly testing these materials.

Possibly the commonest criticism is the difficulty of finding a film that teaches precisely what is wanted and is not too general, and dispersed. Gathering all the pupils into the assembly hall to observe a picture vaguely related to their studies of the moment, fails to produce the results hoped for.

Recently some of the educational publishers have realized that their industry has a special fitness for the production of teaching film. We can think of two firms in particular that have prepared film strips to be used in close conjunction with certain textbooks of their own.

Meanwhile a half dozen other publishers have made a pretty thorough canvass of the audio-visual field and have come up with a report which seems to deflate the optimism of those who imagined vast revenues were to be had by firms offering sound pictures for instructional purposes. Several companies in the group have tried their hands at making a film with the advice and assistance of professional movie men and script writers, and in each case the project has cost around $20,000. Since even in the larger cities only an average $3000 a year is spent on the purchase and rental of films, the immediate market is quite limited. Up to now, the majority of schools do not possess sound film projectors.

The time will surely come when audio-visual aids will be more fully utilized than at present, and when more well arranged material in that line will be within reach. Some of the textbook companies feel keenly that they have a responsibility in this connection. But, the yellow light is displayed and business men will proceed with caution. This should mean that the audio-visual devices that do come will be better planned to do the work assigned to them.

Skills for Europe

European recovery is costly business any way you look at it. But for downright sound investment in that area, for making some thousands of dollars do the work of millions, it would be hard to beat the project planned and executed at an educational institution not three miles from here.

The big idea was conceived by students at Massachusetts Institute of Technology. Why not invite a picked lot of students from European countries to share what Tech could offer them during an intensive summer course in engineering?

The Tech students, being embryo engineers themselves, translated their scheme into action. The school waived tuition charges. Business men and others responded to the call for money. American representatives abroad assisted in the screening of candidates. Seventy-three men were at length selected from such countries as Denmark, Sweden, Norway, Finland, England, France, Italy, Hungary and Yugoslavia. Their presence at M. I. T., where they were scattered among the fraternity houses to associate with men from various sections of the United States, has been a broadening experience for all concerned. Moreover, when these men return to their homes with what they have acquired in their respective fields of civil, electrical, mechanical and chemical engineering, they will be able to contribute immeasurably to the recovery and reconstruction of Europe.

The Tech project was not an exchange of students but a free gift of tuition, the use of laboratories, and living expenses for twelve weeks to more than seventy visiting students. We commend the plan to other properly equipped schools in this country.

Why Educate?

School days should be an enjoyable part of life—not only because childhood is a natural time for happiness but because the lessons that come wrapped in pleasure are more likely to endure than those having to be forced down the throat like medicine.

But, in our zeal for making education attractive, let us not overlook its values as preparation for present and later living. Knowledge acquired one day may be used the same day or the next—arithmetic at the store, safety rules at home or on the street, and so on.

Beyond and deeper than all this is the education that gets woven into the very fabric of life itself. The principles understood and accepted, the habitual responses, the high or low purposes formed under the eyes of school and home—these determine the kind of decisions the grown man or woman will make a few years hence.

Fast colors do not come out in the wash. Neither does first-rate education.

No one can guarantee that the important thoughts and attitudes we deliberately seek to implant in the minds and hearts of children will remain there securely through life, for life is wrought upon by many forces. On the other hand, through watching the careers of our graduates we can sense when to rejoice a little and when to regret. For we did, you know, have a hand in shaping individuals who made decisions that affected history.

Propaganda Rampant

No doubt one of the most useful things accomplished by a class in social studies is in the field of propaganda recognition and analysis. Citizens need to know the difference between an unbiased, objective report and one that is designed to present only one side.

In the past few decades we have seen the art of propaganda undergoing refinement in some quarters, while becoming coarser and more extravagant in other quarters. The propaganda of certain governments, occasionally including some branch of our own, is nothing to brag about for ethics. On the other hand, the professional press agent has quite generally become transfigured into a public relations counsel, whose function, we are told, is not only to state the case for his employer but, if necessary, to make the employer alter his conduct in the public interest. Obviously the extent to which public relations can become a two-way street will depend mainly on the persuasive ability, ideals and courage of the public relations counsel himself. He can seldom forget who pays his salary.

Now the two things that—we will not say "inspired" but "instigated" the foregoing comment, were, first, receipt of a paper-bound book* which sketches the history of public relations counseling, and, secondly, the vast quantity of stupid, trivial and irrelevant publicity arriving in this morning's mail. Much of it is from organizations dedicated to educational purposes, including schools and colleges by the dozen. The waste of paper, postage and labor in mailing this material by the ton to people who dread to see it coming, is convincing evidence that press agenting by and large has increased in quantity much faster than in quality. This means, at any rate, that heaps of intended propaganda fall harmless into wastebaskets.

*"Two Way Street", Eric F. Goldman, Bellman Publishing Company, Boston.

Chicago Schools Emerging

The latest step in emancipating the Chicago schools from political serfdom has to do with adoptions of instructional material. Such material will be selected by committees whose members have special fitness for the work. Several books may be adopted in a given field and requisitions may be made among them.

Subtle compliment is paid to the persuasiveness of textbook salesmen in the requirement that such representatives keep away from individual committee members and confine their efforts to convincing the committee as a whole at its stated meeting. This is as it should be—no pre-commitments of individual members. The threatened penalty is withdrawal of the book in question from consideration.

It all sounds quite professional and a happy change from methods that prevailed before Herold Hunt was invited to come in and reconstruct the system for the benefit of Chicago's children.

Irritated Cortices

A recent graduate of one of our eastern colleges recollects at least one thing a professor said. It was this:—

"Don't expect your education to make you happy. On the contrary, you will be quite discontented. Why? Because you will have too many irritated cortices."

This is perhaps a modern way of saying that education broadens one's horizon or gives one more to think about.

Actually, instruction has very little effect upon many who have gone through the motions leading to a bachelor's degree. These will remain as immature as when they entered the magic portals.

A second group will no doubt continue to be disturbed by those "irritated cortices." There is plenty in the world to worry about, once a person is awakened. This second group might be happier if it had remained ignorant.

But there is a third group, composed of those who have been alerted to a thousand interesting facts and concepts. Of these thousands they pick one or more that they can do something about. Only by so doing can one's education be turned to good account for happiness—one's own and that of others.

Whether the professor was right in asserting that education makes for unhappiness depends on whether one is completely or only partly educated.

DELAYED REACTION

LOUIS FOLEY
Ecole Champlain
Ferrisburg, Vermont

IT WAS late in a spring afternoon. At Clearington Central High School the day's work of educating the adolescents of the community appeared to be finished. Except for the clicking of a typewriter in the principal's office, and the rhythmic friction of the janitor and his assistants sweeping the floors, the building was quiet.

Tom Weaver, teacher of literature and speech, was alone in his room. Perhaps somewhat as a teacher feels subtly flattered when a stranger down town takes him for a broker, an insurance agent, or an automobile salesman, so Tom had a little pride in the fact that his classroom was anything but typically the professional setting for a "lit" teacher. There was no very imposing collection of books in evidence; he put his emphasis on quality in reading, rather than on the number of books that pupils somehow or other "read". The walls were not cluttered up with portraits of authors; he considered that the textbooks quite adequately took care of the need for such illustrations, as for most other visual aids. The room was indeed well-nigh completely bare of objects that were not definitely functional. It was Tom's theory that a "neutral" sort of environment could best be adapted at will and equally well to the different kinds of "atmosphere" that one might strive to create, in trying to make young people grasp the true inwardness of this or that fine piece of writing. Because he remembered his own experiences and attitudes as a schoolboy, he realized, as some teachers do not, that the sort of decorations and stage-properties which commonly find their way into "English" classrooms, because through personal associations they have sentimental value for the teacher, are often likely from the pupils' point of view to seem a little bit silly or at best not really illuminating or particularly helpful.

If the room had any kind of "atmosphere" at all, it might be described as that of cool-headed friendliness. That at any rate was about what Tom would have wished it to represent. He was not the sort of teacher to be very effusive over the youngsters or "kid them along". It was pretty generally recognized throughout the school, however, that Tom was a "good scout", a "square shooter," sincerely devoted to his work, and not lacking in a sense of humor. His pupils might have testified that he was clever at explaining things so that you saw them clearly and simply, that he could be very patient if they were really difficult for you, but that he always "meant business" and expected you to mean it too. If the administration forgot him a little sometimes, that may have been because he seldom attracted attention by referring his "problems" to the office; he handled them himself.

The day's classes over, Tom had bustled through his paper-work, cleared his desk, and noted some necessary preparations to be made for the morrow. He looked up as a step sounded in the doorway. It was Ed Calvert, the new instructor in social science. Though Tom was considerably older, the two had in a short time became fairly intimate friends.

"You know," said Ed as he walked in, "this is one of the days when I wonder what it's really all about. These youngsters seem to have no interest in absorbing any ideas that are really intelligent, really wise. All they want to learn is some kind of cut-and-dried- generalization, such as 'The Russians are so-and-so,' or 'A Japanese always does this or that.'

"I have to laugh when I think of all the protest that has been raised against students' having to learn dates in history. Why that's what they mind the least! There are all sorts of easy tricks for remembering mere dates. But when you try to show them a certain date is important, they seem to go cold on you. They don't want to *think* about such things, they just want 'facts'—as if a 'fact' could mean very much by itself."

"You make me think," said Tom, "of what I go up against every year when I have to coach the midwinter play. Be thankful you don't have to handle *that* assignment. Just as you find it in your history or civics classes, they seem unwilling to see the point of it all. And naturally the results show up in a play so much more definitely than in classroom work.

"For instance, you know, the boys will cheerfully work their fingers to the bone making stage sets or chasing down properties. The girls will go to no end of trouble to provide their costumes. They will all work eagerly at selling tickets or advertising the show. You can even get them interested in some of the technique of movements on the stage. But when it comes to saying the words of the script so that those words mean something—and especially so that they mean unmistakably just what they're supposed to mean—well, that's where, as you say, they 'go cold on you.' That just doesn't seem important to them.

"It's like a good many other things, I guess. Their attention is completely absorbed by what is most immediately conspicuous, so that they haven't any left for the things that don't hit you so squarely in the eye, but that you and I regard as what really counts."

"Yes," said Ed, "you put your best into it, and what response do you get? You try to show the kids something that would open up new worlds for them, if they'd only take hold of it. They just look at you, say nothing, and go on as if nothing had happened at all. It just doesn't register."

"I wonder, though," replied Tom thoughtfully, "whether this apparent lack of response is anything peculiar to teaching. Take advertising for instance. When a business firm sends out expensive illustrated pamphlets by the thousands, do you know what percentage of replies they expect to get? Well, if they get one out of twenty, they think they're doing all right. And businessmen, you know, are supposed to be terribly 'efficient'."

"Oh, of course," said Ed, "there's generally a bright pupil now and then who seems to catch on. But I get discouraged over that considerable number who sit there dumbly day after day without my seeming able to make any impression on them at all."

"I know just how you feel," replied Tom. "I get that way myself once in a while. Usually, however, just about the time I hit bottom, something happens that makes me believe the effort counted for more than I dared hope."

"What sort of happening do you mean?" asked Ed.

"Well," said Tom, "I might tell you about a little incident that happened during the war. As you know, I was working the second half of every night, five nights a week, in that war-plant over on the other side of town. When our shift went off duty in the morning, I got my breakfast at that little soda-bar two blocks this side of the plant. One morning, as I got up on the stool and ordered my breakfast, I noticed sitting beside me a young man in the uniform of the Marines. A uniform's virtually a disguise for the average person. I didn't give him a thought.

"You can imagine my surprise when he said pleasantly, 'Good morning, Mr. Weaver.' Somewhat startled, I turned to look at him.

" 'I guess you don't remember me,' he said. 'I didn't expect you to, you have so many, and it's been several years since I was in your class. My name's Joe Bristol.'

"Gradually some dim memories began to come back. You know how it is. There's a sort of vague group who never do anything good or bad to attract attention. They just help to fill up the classroom. That had been Joe's case.

" 'Well, well, Joe,' I said, 'I'm glad to see you'. And we shook hands. I tried to make it look as if I remembered him—I don't know how well the bluff worked. Joe had spent some time in the Pacific. He was recovering from slight wounds which apparently wouldn't incapacitate him very long. To look at him, you'd say he was in pretty fine shape. Well, about the time we were halfway through our coffee, Joe pulled out a pack of cigarettes. After hesitating a moment he asked, 'Can I offer you a smoke?'

" 'Thanks,' I said; 'that's my favorite brand.' And it really was, too. You know how things were then. You stood in line, you took what you got, and you were lucky if there were *any* cigarettes left when you finally reached the counter.

" 'You know, Mr. Weaver,' he said, 'as I look back on it now, I can see that you must have thought I was pretty much of a dud in your classroom. I'll never forget that day you shook me and said it bothered you to see anybody sleep in such an uncomfortable position. Honestly, though, I just couldn't help it. That year I was working nights in a filling-station, I needed the job, and I simply wasn't getting enough sleep.'

"I didn't tell Joe, but I could understand and sympathize a little better with *that* since I'd been doing extra night work myself!

" 'Believe it or not, Mr. Weaver,' he went on, 'I did get a lot out of your classes. Much more than you thought I was getting. To tell the truth, I didn't realize it at the time. But lots of your lessons have come back to me since I've been in the service. You'd be surprised at the kinds of situations I was in sometimes when all at once I'd think of some of those things. Maybe being so far away from home had something to do with it.

" 'Maybe it was the oriental architecture we got a glimpse of once in a while, out there in the Pacific, that reminded me somehow of what you used to tell us about symbolism. I was surprised to find how many things I remembered of your explanations of symbols. I remembered how you told us the rabbit got to be an Easter symbol, how Christmas came to be written "Xmas", and lots of other examples.

" 'But you know, Mr. Weaver, you'll laugh when I tell you the really *big* lesson you taught me. You probably forgot it forever two minutes afterward, but it really did something to me. It was when you called me for an interview, after that oral report of mine that was such a flop. *You* didn't say that about it, but I knew well enough it was. When you talked it over with me afterwards, you only criticized a few points. Right now I can remember only one, but that's enough. That one has made plenty of difference.

" 'Now, Mr. Weaver, may I ask a question? Since we've been talking here, have you heard me say "uh-h" a single time?'

"I had to admit that I hadn't.

" 'You see, I really got it licked. And it was getting to be an awful habit with me, before. After you made me realize it, I began to notice how many people do it. The more I noticed it, the more I made up my mind I wasn't going to be like that.

" 'And speaking of symbols, it finally percolated through my gray matter that that "uh-h" habit was the perfect symbol of the junk that people load down their talk with, instead of really saying something. Maybe you think a little thing like that hasn't much to do with service in the armed forces. Say, you'd be surprised. You know, I honestly think it had a whole lot to do with my getting promotions in the Marines. That's because it goes right along with the kind of snappy, streamlined answer an officer likes to hear when he asks a question. I had a sort of special advantage because I was pretty regularly on detail for a while with a couple of guys who were really bad on the "uh".

" 'It wasn't only just that, of course, but it was getting at the root of the thing. Talk about courses in "personality development," I worked one out for myself! I really worked at learning to say what I had to say, right straight through without hesitating. I'm telling you, that goes over big with the big shots, anywhere. I think that had a lot to do with my getting in good with the C. O. So

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you see, Mr. Weaver, you did teach me something. Without that little lesson of yours, I might very well not have got to be a tech sergeant.'

"Well, there you are, Ed, miracles do happen once in a while. Through the years this kind of 'Joe' miracle has happened to me a fair number of times. I say to myself that we'd probably all of us teachers get such encouraging testimony from more of our pupils than we'd believe, if circumstances brought us together oftener in the right way. How often have you and I ever told *our* former teachers what they did for *us*?"

ADOLESCENCE IS NORMAL

GRACE BEMENT

"MOTHER, I'm going to kill myself!"

It's an adolescent speaking. And what does Mother say?

If she's wise, if she understands the adolescent's love of dramatizing, she remains calm. She answers casually.

"Well, you have that right—it's your life. But you know you get no second chance on that one. And you'll have no way of knowing what's going to happen tomorrow."

Yes, adolescence is normal. But in spite of its normality it's admittedly not a happy time for parents—nor for the adolescent himself. We're all disturbed because we're all afraid.

Just what is adolescence? Webster says: "the state or process of growing up from childhood to manhood or womanhood."

Growing up has been going on ever since our children's birth. We have watched it with interest and eagerness—sometimes with pride—rejoicing over every evidence of some new ability. We have recognized each new potentiality, we have dreamed of its fulfillment. We have overlooked or forgiven the mistakes.

When our baby was beginning to walk, we were not appalled by his tumbles nor did we for a moment think that his fumbling, stumbling progress was indicative of some later ineffectiveness. We picked him up and set him off again; or, if we were wiser, we let him pick himself up. We knew that he was learning and we were glad that he was able to learn.

Now, however, almost over night—after years of physical and emotional closeness to us—our children have begun to withdraw. We are no longer the focal point of their interests. Not only are we shut out from their disappointments and anxieties but from their triumphs and excitements and biggest enthusiasms as well.

You, Mother—you who may be going through just this today—are perhaps confused and troubled because Jimmy—always so outgoing, candid, loving, confiding—suddenly begins to treat you as an intruder. His friendliness to others, even to strangers, continues; he resents *you*. The bedtime intimacy stops; he is reticent, often surly, sometimes rude. "But Jimmy has never behaved like this!" you say. No, Jimmy has never before been growing from a little boy into a youth. The advent of maturity is upon him.

If you are aware—and wise—you will let him go without struggle. You will no longer ask him where he has been, what he has been doing, with whom he has been spending his time. You will welcome his return and treat him with casualness until he himself admits you to whatever his experiences may have been.

Why cannot we parents watch this later progress with the same thankfulness produced by that earlier growth? We can, if we understand the meaning of our children's pulling away from us.

Jimmy—and Nancy—are trying their wings. They, too, are bewildered: they are being driven by new emotions—emotions which they do not understand. And this is true, no matter how enlightened their parents, no matter how ably earlier instruction may have been given. Jimmy and Nancy must break with us; they must convince themselves that they can do without us. And they cannot accomplish this without discomfort both for themselves and for us. Growing up is not easy.

I do not mean to suggest that we should hold ourselves aloof from our children at this time. Indeed, they may well take more of our thought and consideration than ever before. But our yearnings must not be evident.

I know a mother who turned to her adolescent son for more help for herself—help with mechanical things in the household, help in making certain minor decisions in her own life. She asked his advice about the younger children. In short, she worked hard to appeal to that very maturity which he himself was struggling to achieve. She frequently gave him her own little confidences—and she never behaved as though she were wanting his in return; consequently, his were given when least expected. Thus she built up a new and more adult relationship between them.

Sometimes we mothers complain that during this stage of growing our children are so selfishly interested in their own details of living that they become completely unco-operative at home. Household responsibilities are shirked or evaded; hours are spent over rearranging clothes or working out some new style of hairdressing.

Here is one of the places where we must mend our own ways. The days are rapidly ending when we can give explicit orders and have them

carried out. Initiative, creative ability, a sense of organization, executive capacity are asserting themselves. If we are smart enough to use these, we will give them the opportunity to develop, and we will find our unwilling helpers at home turning into enthusiasts.

One mother whom I know handed over to her young daughter the catering and the buying of the family's food. She explained the requirements —variety, balance, economy—and she let the child put through the job without parental interference. It was agreed that there would be no continuous criticisms running through the week but that on every Monday morning there should be a check-up. Any member of the family could at that time offer suggestions or comment; then, too, an accounting would be expected.

There were some inadequate meals at first—and some too lavish ones. Within a fortnight, however, not only was the cuisine running smoothly but the daughter herself was taking pride in her accomplishment. The greatest value lay of course in the establishing of a more mature basis between mother and child.

Help must be given, too, in the building of our adolescents' social relationships: there can be much confusion here.

One evening, once upon a time, I found two boys in my bushes. The bushes were under the windows of a second-story room where two of my daughters were sleeping. I brought the boys indoors. My first reaction —outrage, at the moment of my discovery—faded out as we talked: for my vagrants proved to be manly, well-bred youngsters, on their way to becoming educated. Although they were new-comers to our little town, I knew their background. They had seen my girls and wanted to know them; and they had thought no further than pebbles at a window and a window conversation.

Well, I told them that there was no reason in the world why they shouldn't all become acquainted—that I believed that they would enjoy one another; and I suggested more socially acceptable methods than the one they had chosen. I invited them to come to our house on the next afternoon to play tennis with the girls and several others of their friends. They left me with apologies that I knew were sincere and with an appreciation just as genuine. They came the next day. Out of this grew a healthy, normal friendship.

Another of my girls once brought me a note received from a village boy, asking her to meet him at some given point not far from us. In this case, too, I knew the boy, although he had never been in our house. I advised her to meet him and to bring him home. This, also, worked well; we all three had tea together, and the imagined excitement of a clandestine meeting was overshadowed by the fun of a frankly good time.

We parents are afraid of adolescence—afraid because of its sexual potentialities. We realize that biologically our children are becoming ready for experiences for which they are emotionally and economically unprepared and which are socially forbidden them for some years ahead. Well—there is only just so much that we can do about it. We cannot protect them completely from what is second only to the strongest human drive. Yet, if we have made it our consistent policy to answer all their questions honestly, believing that a child old enough to ask is old enough to be answered, if we have kept open the paths of easy communication between our children and ourselves, if we have held high our own ideals of effective, happy living, we need not fear.

It is seriously important, however, that an adolescent struggling with strong sexual impulses should have them explained to him frankly and simply and scientifically. He should be made to understand both the obvious weaknesses of our present social code and the social and economic reasons for its existence; he should hear of the rights of unborn babies, of the mental hazards of immature experience, of the component parts of a good marriage. He should be protected through scientific knowledge against prevalent superstitions and fake nostrums, and he should be made to believe that his problems and his mistakes can be confidentially discussed with honest, broad-minded, sympathetic parents, or—failing these — with competent, impersonal advisers.

As for mistakes, of course our children will make them—mistakes chiefly of judgment and taste; we made them, too. Those very mistakes can be turned into lessons in living. But not one of them must ever catch us off guard; we must never be evidently "shocked"—no matter what we may be thinking or feeling or fearing. We must listen and explain—we must correct—we must suggest and advise—and we must keep standards high. The adolescent himself is really our ally here, for—whatever else it may be—adolescence is the period of idealization. It is for us to lead our boys and girls to the discrimination which must go with it.

* * *

So, Mothers and Fathers, let's stop being frightened; let's enjoy our adolescents as we enjoy them in their earlier gropings towards fuller living. We will need patience—for they will try our souls. We will need tolerance, remembering that it was given to us —or should have been. We will need humor, for a good laugh does clear the air—and they are often funny. We will need all our knowledge of biology and psychology—and we will need wisdom to use both at the right moment. Above all, we will need faith—faith in the background that we ourselves have given them. With these—and our unfaltering love—our children will not fail to achieve a rich maturity.

THE TAMING OF THE SHREWS

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DURING a moment of relaxation in the sales office of a local radio station, the commercial manager turned the conversation to education. "You know," he said to me, "I've been in the selling game for fifteen years now. I'm a hardened seller of radio time, but I get stage fright every time I meet a customer."

"The results you get speak otherwise," I ventured.

"I know," he said, "but it hasn't been easy. . . . I remember from my early school days a mean and sarcastic teacher who constantly raked me over the coals about my poor grammar and spelling. My sense of inferiority dates back to the days when I shivered in her class. And there must be many others who feel as I do. As long as we have teachers who are unsympathetic toward a child's failings, education will continue to receive criticism."

"Will you condemn the profession because of that one experience?" I asked.

He laughed. "Hardly that. I know the importance of a good education. But, you see, my experience with that sharp-tongued teacher has stayed with me, even though I've overcome my outward fear. The influence of the primary teacher is pretty important."

"Schools are beginning to recognize that," I said, "and they're showing it by equalizing salaries for their grade school teachers."

"You mean it hasn't always been that way?"

"No, and I'll wager you've known people who think grade school teachers are inferior. Why, I've heard primary instructors sighing for the day their superintendents would 'promote' them to the upper grade level—and upper grade teachers who'd moan at the thought of being 'demoted' to work with youngsters."

"But," my friend objected, "don't you think these teachers felt they couldn't do a good job with a different age group?"

"Maybe so," I answered, "but I'm inclined to think a feeling of professional inferiority went along with primary teaching. And, of course, there was more money in the upper grades."

"You say, though, that salary adjustments have tended to remedy that?"

"In many places, yes, and the equal pay practice ought to be universal. I think we both agree that the primary teacher has to be an ace—a paragon of patience, a wise counselor, and a warm comforting personality."

My friend nodded. "Can we expect to find all that for low pay?"

"That's the problem," I said, "but the early school years are the time when children develop behavior patterns and attitudes that are often unchangeable. And that brings us back to your inferiority feeling. Some youngsters can overcome handicaps like that, but others carry a sense of defeat all their lives."

Later, it seemed to me that this conversation had touched on a problem that is too often overlooked, the problem of teachers who are emotionally unqualified to deal with youngsters themselves unprepared for cold-hearted criticism. Few children, or grown ups, for that matter, can stand up against such vituperations as "You're a moron," or "You'll never get anywhere; you're too dumb."

In the town of my childhood, the most unpopular teacher was the one who would gleefully ridicule a student before the entire class. The very entrance of this teacher into a room made us all afraid. Is this the sort of impression that should be carried into the school years?

The adolescent who meets a frustrated or emotionally unfit teacher in high school may be affected as much as, or even more than, the younger child. In the city where I now live there are teen-age children, who under the crushing influence of an unsympathetic, unstable teacher, have changed to sullen, difficult youngsters, brooding over poor grades. Naturally, a sensitive boy or girl cannot always stand up well against scathing criticism and a teacher's unconscious attempts to bolster her own ego by humiliating her students.

I have personally come into contact with several teachers of this type. The pattern is unfortunately familiar. In the particular case I have in mind, when the school year is only partly over, many of this teacher's pupils have flunked—she says it is because they are too 'dumb'—and those of the remaining students whose parents can afford it are receiving private tutoring. Appeals from parents to the school principal and the board of education have been futile. The teacher has been in the system for many years and her pleas of financial destitution, poor health and inability to obtain employment elsewhere are putting local authorities in a spot from which there is no easy escape. So the children continue to suffer from a situation which will probably remain unchanged until the teacher attains retirement age.

If, in a high school of twenty teachers, one loses her temper and ridicules the students, another brings her personal conflicts and prejudices into class, and a third consistently breaks down and sheds tears, then that whole system is weak in the eyes of the students and the community, regardless of the good job being done by the other, better adjusted, members of that school staff.

What can be done? It is time that colleges and universities made stringent regulations concerning entrance requirements for prospective teachers. But before this can be accomplished, the horse must be placed before the cart. First of all, boards of education, and the public itself, must be willing to make teaching a position of respect and financial security in order to attract higher-calibre personnel. Much as many of us wish to overlook this debated angle of the profession, the possible financial return enters one's mind when the decision has to be made—to be or not to be a teacher. And again, schools should not have to be content with finding those teachers who will work for the least salary—regardless of their qualifications. Don't let us close our eyes to the fact that this condition is widely prevalent today, at the expense of the students.

Either local or state boards of education, or colleges themselves, should establish some psychological criteria for judging the applicants' emotional temperaments when confronted by actual classroom problems. All the knowledge of child psychology or educational psychology, can go out of the window if a teacher is not temperamentally qualified to cope with the various problems which arise in the classroom.

EDUCATION IS YOUR RESPONSIBILITY

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THERE is a growing dissatisfaction with public education today. Various groups charge that the public schools are not adjusting to changing social conditions.

The community denounces the school because it is not preparing the student for life. It points to the economic incompetence of the average student after graduation; to the increase in juvenile delinquency; to the existence of racial tensions. Society censures the health education program because of the large number of draft rejections. Finally, it condemns the limited geographical knowledge of the typical student, the lack of a broad cultured outlook. The student fails to understand the interaction of urban, suburban or rural way of life; that we are a community of states, a group of united nations.

Some parents are distressed at their offsprings' lack of useful information. They look with dismay at the preoccupation with social activities to the virtual exclusion of academic studies. They are aware of a lack of training in the fundamentals. Their strongest indictement is the lack of manners and respect for older people.

The students are dissatisfied with their school. They say that they are being "forced" to take courses that they do not like. Teachers are always "preaching" instead of teaching. All teachers are "old fashioned" and "do not understand the younger generation." They feel that they are being treated as statistical units in an educational experiment, dots in a tension and crisis chart. They dislike anything that looks like work. They like to have "fun."

The teachers have their complaints. The most common grievance against the community is the failure or refusal to pay adequate salaries. They feel that they should have just compensation for their professional services.

The teacher maintains the parent is unwilling or unable to assist in the education of the child. They say that education begins at home. They point to the alarming divorce rate and the greatest loser in this social maladjustment, the child.

The school administrator is disturbed by the apparent growth of commercialism on the part of his faculty. He looks at unions with skepticism. He bears the brunt of the constant criticism leveled against education by the organized instruments of public opinion in the community. These groups feel that he is personally responsible for all failures of education.

Charges and counter-charges continue to fly. Each group accuses the others of failing to do their jobs. Each group calls for immediate action and then sits back and waits for someone to act.

So far no one group has been capable of promoting any lasting action. Therefore, it is *your* responsibility to contribute to the solution of this problem, the failure of the schools to adjust to changing social conditions.

Before any intelligent action can be taken, however, an inventory must be taken. What are the educational philosophies, facilities and needs of your community?

Is the educational program of your town based on current educational theory and research? Or is it following a curriculum that is thirty or forty years out of date? Is it aware that we are living in a world where problems are universal? Does it know that society cannot live in isolation and survive?

What facilities do you have for the mental and physical training of your boy or girl? Do you have modern, earthquake-proof buildings, well lighted and ventilated? Do you have well equipped science laboratories? Are your manual training shops, home economic rooms, commercial equipment and playground facilities up-to-date?

What are the needs of your community? Is it urban, suburban or rural? Do you satisfy local industry

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by having an adequately trained labor supply among your graduates?

Before the educational program of your community can be called a failure, each group must stand trial.

The community must assure itself that it is not criticizing its own failure to provide the means necessary for the successful operation of a sound educational program. Does your community have an adequate school tax rate that allows for the hiring of well trained administrators and teachers, for building expansion or new construction, for educational research, for a reserve fund to meet unexpected changes? Do you have a progressive board of education? Is it elected by popular vote or is it appointed? Does it represent all of the social groups in the community or just a special clique? Is your board the broad policy-making body for the educational program or does it try to run the whole show? Does it hire a well trained, competent, vital superintendent to run the schools? If so, does it then shackle him with unreasonable rules and regulations that prohibit any progressive action on his part? Are the minutes of the board published in the local newspaper? This is public information and it is your responsibility to know what your board is doing.

The parent must determine if he has failed in his duties and responsibilities. The education of a child, while entrusted to the school, is largely reflective of the aid and understanding supplied by the home. Is your child assured of a good degree of economic and social security? Is he well fed and well clothed? Do you provide for his spiritual training? Is there a promotion and development of good character through a wholesome way of living in the home? Do you confer with teachers and school authorities concerning discipline in which your child is involved? Do you confer with the deans and counsellors in your school to see if your child is making an adequate social adjustment to the school environment? Do you examine a report card intelligently and attempt to understand the difficulties that your child is having? Or do you merely sign it, give a word of praise or condemnation, and then forget about it?

It is the responsibility of the parent to support the school administrator. He must help defend the school when it is attacked by organized pressure groups who are interested in promoting their own welfare instead of the welfare of the student. The parent must see that there is no prohibition of membership in school clubs because of race, creed, or color.

The parent should participate in school-community affairs. He should be an active member of the Parent Teachers Association. He should support Public Schools Week. The parent, where this is possible, should attend Board of Education meetings.

The parent should visit the school and see that all facilities are adequate. It does not take professional training to know if a room has proper lighting, desks, ventilation, and a pleasing atmosphere conductive to good learning and study habits. It is easy to tell if the child has adequate books and supplies.

The most unsophisticated group are the students. Their cooperation is dependent upon two essential factors. First, the student must be aware that the home and the school are in constructive agreement on all phases of his social and academic life. He must know that immediate censure is the penalty for violation of all reasonable regulations designed to promote the welfare of the school community —that one student will not be allowed to undermine an organization built on sound democratic principles.

Second, the school must provide the pupil with a course of study sensitive to his needs and interests in a dynamic society. It must prepare him to take his place in the world of human affairs with a minimum amount of adjustment. He must be assured or a training that will enable him to make a living in a society based on the theory of individual initiative. He must be taught to examine with a critical mind all of the *isms* that bid for his allegiance and must know that democracy is the best way of life.

The complaints of teachers are neither outrageous nor complex. They wish adequate compensation for professional training. The parent insists on a well trained doctor to foster a child's physical well-being, he should also demand a qualified teacher to train the mind of his child. The teacher asks the active cooperation of the parents in the development and education of the pupil. Teaching is a dedicated profession and the present shortage is only transient. This condition will pass into history when adequate salaries are paid.

Finally, the teacher wants an appreciation of her efforts. She loves children or she should not be teaching.

The major responsibility for leadership lies with the school administrator. He must promote good relations between school, home and community. It is the duty of the administrator to formulate an educational program satisfactory to the community, the parent, the teacher, and the child. He must be aware that we are living in a dynamic society, his course of study must reflect all progressive change. To do this, he must have the active support of these various groups.

A careful study of the various views of these so-called conflicting groups indicates that they are working toward the same goal, the welfare of the student based on equal educational opportunity, but that their methods of attack are different. The only adjustment needed to bring about complete harmony is an awareness of the duties and responsibilities of each one of these groups to the other. You cannot legislate cooperation. The basic element in the realization of a sound educational program is the integration of the school and the community. The one institutes, the other supports. The students and the teachers reap the benefits to be derived from a program conceived and sustained in an atmosphere of mutual respect.

In short, education is *your* responsibility—the obligations of the community, the parent, the student, the teacher and the school administrator.

THE MEEK DO NOT INHERIT THE SCHOOLS

MYRTLE MANN GILLETT

SOMETIMES we teachers do not like to admit it, but it *is*, perhaps, after all mostly *our* fault if some public schools are bad. This is not because teachers are unqualified "untrained," or fundamentally incompetent. Some of us may be a little of all this, but by and large teachers, as we know them outside school, prove to be intelligent and attractive people, ranking high among the citizens of the community.

There are many reasons why teachers these days are more than likely to be good. In the first place people teach now because, despite all the handicaps, they really want to do so. In the days when teaching was the only respectable occupation for women, some of us might have become teachers in order to avoid starvation. In the second place, the rewards for teaching are generally less than the remuneration in other professions which require as much preparation and involve the same expenditure of time and effort; the work is often exhausting and the intangible compensations like simple gratitude are sometimes too meager to attract the lazy or the selfishly ambitious.

At present teachers are not to blame for their required preparation. As things now are, teachers are generally chosen by standards over which they have no control, standards which they themselves would never have set up. "Training" in most places is prescribed to the last word and comma, by school executives often long away from the class-room, schools of education primarily familiar with theory and how to "implement" it, and their assistants, the state authorities. However, if we continue to let outsiders decide what we shall know, then it *will* be our fault. One reason teachers are hard to get today is because the preparation they are forced to endure is too often, in the opinion of the candidates, mostly a waste of time. Few teachers approve unconditionally of the "training" they have had, fewer still consider most "in-service" courses worthwhile, yet only the exceptional teacher says so publicly.

In communities where teachers are not only well-informed (because they have enough real education and background) but also *show* the ordinary, every day judgment of mature people, schools are good, the teaching adequate, and the leaders not only efficient but beloved. And—what is most important—the children like school.

No intelligent teacher would grant that their failure to have full share in school government is due to their own incompetence, and no worthwhile executive would want the critic to assume that the teachers' submissiveness is solely the result of domination from above. Even in the most top-heavy school districts, the teachers with their vast numbers could with comparatively little time and effort be the ruling majority. In those communities where teachers do not have a *real* part in policy-making, teachers are likely to call their attitude "respect for leaders" and take great pride "in being co-operative." Yet if we are honest with ourselves we know that this "co-operation" is mostly lack of old-fashioned gumption. Let us hope it is not spineless indifference.

Probably no one seriously objects to even idolatrous admiration for honest, self-less leaders; but excessive respect not for personal *merit* but for mere rank and position is likely to be the result of stupidity or ignorance, a sign of fear, or a gesture of self-abasement as the offered price for coveted favors. There are, alas, persons in every profession who almost literally sell their souls for advancement. In public education, what happens is probably not so frequently open barter as it is the result of the teachers' excessive trust in authority and lack of self trust.

Of course, sometimes the happiest people are those who give without asking return, but teachers do not need to grovel in spirit, in speech or in action: public schools are not a money-making business where the workers produce *for* their employers, but a co-operative enterprise where teachers and excutives are in the best sence equals.

The sooner teachers learn that good schools depend upon the quality of the teachers, the sooner will they make themselves truly qualified and their schools adequate. Teachers have brains; they only need to use them fearlessly.

No good executive—and there are many many of them—wants teachers who uncomplainingly, and as a matter of course, exchange their independence of mind for a set of official "ersatz" regulations. In schools, as in life, even the most dictatorial leader does not respect the submissive, but merely uses them for his own ends. The atmosphere in some of our big-city schools is murky with servility clothed in synthetic cheerfulness and gushing enthusiasm. Most teachers, even those guilty of slavish devotion to their "masters," in their own minds deplore this truckling for favor, for they know that subservience is depriving the schools of the teachers' best abilities.

In life out-of-school, teachers are courageous, self-respecting human beings. Why should they fear their co-workers? From the point of view of "training" teachers in general are at least the potential equals of their administrators; with some exceptions they come from the same sort of homes. From the point of view of actual teaching, teachers are (or should be) better qualified than their non-teaching colleagues. In the first place, many executives, especially the men, frankly admit that they became teachers solely as the first step to administration and do not like teaching at all. Those who do like it may not have taught for many years.

and one can forget very much, very soon.

Although one can learn something from anybody, still no teacher worth her salt needs to assume that, because she is paid less than the executive, she therefore knows less about her own job. Both teachers and executives need to remember that position and authority are no guarantee of wisdom, honesty, and integrity.

One must—however reluctantly—admit that there are persons even in schools, who respect nothing but force. Teachers are now subject to some force in most schools, but they too need to supply an alert and articulate opposition to balance the misguided, or the unscrupulous, who may be among those in authority. We all need to remember — executives and teachers—that no administration has a god-given franchise to rule with absolute power our little school-worlds.

To be too polite, too docile, is only an invitation to potential despots to carry out their latent ambitions. At best weakness is fair game for the aggressive. A selfish or evil minority can wreck our schools all in the name of efficiency. Let teachers—and the insecure lower executives who are also afraid—take warning now. We need, every man and woman of us, to use all of our innate gifts now, tomorrow, and every day. If we don't, it will be our fault that public schools are not what they ought to be. Even a fair-minded person can easily come to think that teachers actually do have too little sense to manage without constant guidance, if we don't stand up for ourselves.

THE TEACHER HELPS HER MISFITS

ALVA W. GRAHAM
Principal, Duniway School
Portland, Oregon

"WHAT do you do to help the social adjustment of children in your school?" is a question we hear much oftener these days than in yesteryear. Mental hygienists, teachers and parents are increasingly aware of the importance of personality development and the socialization of children.

All good teachers help the social adjustment of their children; yet in many a class taught by a capable teacher there is a mis-fit, a child who is not acceptable to his classmates. The roots of the difficulty may extend far into the past, relating to early problems of health, emotional adjustment and family security.

As teachers we often feel impelled to special effort to help the handicapped child. In justice to other children who need our time and attention we find it necessary to by-pass some of the problems we encounter. Obviously we cannot be expected to provide, were it possible, a school environment which would compensate for all the deficiencies in home and background of underprivileged children. Yet in doing a good job of socialization for any group of children and as a fundamental aspect of education for democratic living, the obligation to engineer social acceptance for each of our children stands out. We would like to help Johnny from a poor home to be more secure and possess the poise of Henry who comes from a superior home. (Both of these homes could be on either side of the tracks.)

The problem in Portland, Oregon, stands out in bold relief today, because we have discontinued the practice of sending mentally handicapped children to special rooms. The classroom teacher helps her deviates to adjust—if they are helped at all.

At Duniway we have been pooling our ideas to meet the particular challenge of those children who aren't socially acceptable to their classmates. We have read and discussed Witty, Zachery, Strang, Bullis and others, but we find familiarity with the terminology and principles of mental hygiene only a starting point for the diagnosis of the social mis-fit.

The problem of developing social acceptance for certain children begins with us in the first grade. Our school children come in large part from a registered district. Social stratification and class consciousness adds to our difficulties in providing social status for all our children. In spite of everything we can do, children who do not live "on the right street" and children who are slow or handicapped frequently have a hard time. Recognizing that parental patterns are the underlying problem, we organize and guide parent study groups beginning on the pre-kindergarten level. Our second major effort is directed toward the development of social patterns in our classes in order to provide group acceptance for every child in school. We have a measure of encouragement and insight in the process of working through a number of problems which seemed too difficult for solution at first glance. Let me illustrate with one that had us all stumped.

Into our school last year came a sixth grade girl who represented an extreme adjustment problem. Let me call her "Ruth" for the purpose of this annecdote. The sixth grade section to which Ruth was sent was typical, that is, nearly all the children were from "good homes." All were clean and well dressed. Almost all took private music or dancing instruction and many belonged to the Multnomah Athletic Club. Ruth was a distinct contrast: she could aptly have been described as "blowzy." She was overaged, oversized, mentally slow, poorly clad and far from clean. Her teacher made the following notes about her:

Ruth: Age, 13 years, 6 months.
Mental ability — below average.
Physical ability — awkward, large,

poorly proportioned, homely. Personal habits—filthy in dress and personal habits. Home—two rooms in a storage shed, poorly heated, bad lighting, unswept. Family — father away most of the time. Mother entertains other men during the father's absence. Three younger children all below school age. Social adjustment —very poor. Classroom situation—children did not accept Ruth when she arrived. Ruth's language, manners, appearance and antagonistic attitude caused the situation to deteriorate further.

Ruth's teacher made a conscientious effort to give her the help and advice needed to make her more like her classmates. Had it been a problem of low intelligence only or merely one of abject social ineptitude she could have solved the problem, she believes, but Ruth seemed to be deficient in every respect. In addition, she displayed a belligerent and antagonistic attitude which intensified the dislike of her classmates. We should have anticipated this situation, you will say, by preparing the class to receive Ruth in a friendly and helpful manner. Let me assure you that from the first we were conscious of the need for adjustment on the part of the class and no little time was spent with the key children in the class and with the class as a whole to encourage a friendly relationship. Selected girls who were accustomed to leadership roles in the class made an effort to befriend Ruth and under teacher pressure the class was on good behaviour, but propinquity was too much for them. Ruth soon became the butt of jokes and insults; she responded in kind and the battle was lost. Exhortation was unavailing. Mary Jo came to our rescue.

Before her three years in the navy, Mary Jo taught a second grade section: today she holds forth as a 7th grade home room teacher of art. In addition she plays basketball with the girls and coaches them. She enjoys entertaining 40 boys and girls at a time in her cottage and seems to have a bottomless reservoir of friendship for boys and girls of all ages. Her suggestion that we promote Ruth from sixth to seventh grade so that she and her class could help Ruth to be happy (and, incidentally, to save the floundering sixth grade section) received immediate consideration. Mary Jo realized that Ruth, in the last analysis, would have to achieve social status with other children on a basis of merit—that charitably offered status would not provide a lasting solution to Ruth's need for real security; Ruth, herself, would have to become attractive enough to be acceptable, and capable enough to make a contribution to at least one of the activities of the class.

As you would anticipate, it was necessary for Mary Jo to talk with the parents of her children before launching such a program. She knew that the attitudes of her parents would affect in large measure the attitudes of her children. It would have been possible to lose quickly and badly as a result of the tactical error of not assuring the readiness of parents. Secondly, Mary Jo helped her seventh graders to understand something of differences in homes and the related abilities of children in school, in language, in manners, in cleanliness and in clothes. Ruth came into the discussion as an example, and remained as an object of emotionalized attitudes. Through discussion and dramatic portrayal the boys and girls vicariously learned to know something of life in the temporary homes of itinerant laborers where food, clothing, and affection were sometimeas lacking. It was not until attitudes resting on a degree of understanding had been established that Mary Jo introduced the problem. What could be done to help Ruth? Opinions and suggestions flowed forth. Committees were selected, a plan formulated. The result: Ruth became a problem for Mary Jo's class. (We were now ready to promote her from a sixth to a seventh grade.) Equally important, perhaps, a group of smug, over-protected seventh grade students from economically privileged homes was offered the opportunity for the development of a more adequate social consciousness and some enlargement of their own personalities.

Ruth seemed happy from the first although she regressed from time to time. It was no easy task for the boys and girls to accept her as an equal and treat her with consideration but their self-control and perseverance bore fruit. Ruth improved in cleanliness and mannerliness. The class overlooked her tantrums and succeeded not only in avoiding laughter at outbursts in which she would stalk out of the room but received her as if nothing had happened when she returned. Older and larger girls found it no easy task to control their impulses to return blow for blow when struck by Ruth. A high point of tension occurred when Ruth responded to a request from Mary Jo with a blow to her teacher's face. The class rose as one, but settled back when Ruth tearfully left the room at Mary Jo's suggestion.

The committee of girls responsible for an improvement in Ruth's appearance apparently succeeded in helping her without condescending and without adding to her sense of inferioity. They played their parts as friends so well that the feeling seemed to become genuine. From the first Ruth was included in class activities. She was given a part in the play, a place on the basketball team (which Mary Jo's special help enabled her to keep on a merit basis) and an escort for the class party. Her acting was far from "smooth" but "got by" and contributed much to Ruth's self-assurance. We were never quite sure that any boy would have taken her to the class party had it not been prearranged. The outcome: social acceptance for Ruth, desirable personal growth on her part, and a successful project in the socialization of boys and girls who needed a widened social consciousness.

Ruth did not become a good student but her scholastic achievement rose to a point commensurate with her mental maturity; in sports, dramatics and (to the surprise of all of us) in poetry she distinguished herself. To see her the latter part of the year walking arm in arm down the hall with her friends, unquestionably an accepted member of the group and looking the part, was to realize that the classroom teacher can be a social engineer par excellence.

Movies and Mental Health

GEORGE K. MORLAN

My Father's House is a story of courage that is heart-breaking against the backdrop of recent events in Palestine and the shifting policy of the United States. We cannot see this film without feeling the pettiness of our own troubles. The result is that our attention is directed healthfully away from our selfish unhappinesses to the terrible suffering of our fellow men. Here is real tragedy without the cheap, synthetic brutality of Hollywood underworld pictures. There is also a poignant portrayal of the mental hygiene principle that children need emotional security and love. Don't miss this important film.

We Live Again is supposed to be an amusing story of the insanity of a brilliant nuclear physicist. People who are mentally ill sometimes do amusing things, but their illness is as hilarious as tuberculosis or a broken back. *We Live Again* cannot avoid having an unsavory influence on many people. One reason mental disorders are so difficult to treat is that people too often believe that they are not curable—that if a person is once ill, there will always be something queer about him. *We Live Again* re-enforces this unsound and unhealthful view. The physicist develops delusions that his dead brother, whom he hated, had returned to haunt him in the form of a dog. After months of treatment in an institution, he is released as well. He falls in love, but as he is about to get married, his delusion returns, and the story ends with his being back in the hospital. In other words, he was not cured, and the final scene suggests that if a person is once ill, that he is never likely to be completely all right.

Although Hollywood has made excitement seem a cheap sort of thing with its synthetic DeMille epics, phoney Westerns, and gangster stories, it is nevertheless true that for good living, our daily lives need a flavor of excitement. *I Remember Mama* portrays in a healthful way the adventure and excitement in ordinary, wholesome home life. Don't miss.

It is easy for teachers to forget that "ornery" children in the classroom are not just born that way. *Shoe Shine*, an Italian film, shows how boys have been made worse by unfeeling and mechanical punishment. Educators know that misbehavior is caused, but *Shoe Shine* reiterates this important principle, and should help teachers approach behavior difficulties with greater understanding, and therefore, with greater poise. Recommended.

That good intentions not backed up with action is a sickly condition is the significant thesis of *Gentleman's Agreement*. Our sanity is measured by our doing what we profess to believe. In *Gentleman's Agreement*, the irrationalities, the logic-tight compartments of nice people, the cowardly evasions of those who believe in democracy but do nothing about their beliefs except when it costs nothing are portrayed. If this film should contribute to our carrying out our democratic professions toward minorities, our society would be a more healthful place for all of us to live in. Recommended.

Panic is a French equivalent of an American lynching. The movie builds up to a powerful climax that makes us ashamed in a healthful way of our own mean and craven impulses. The cowardice and cruelty of a mob against an unpleasant but lonely and unhappy man, the projection of a murderer, accusing the innocent man of his own crime, a girl the victim loves, luring him to come to the infuriated mob for his death is a gripping story that has a reality that purges and cleanses. Recommended.

Although it is trite, it is still true that it takes two to make a successful marriage. In *Another Part of the Forest*, the idea that one person can wreck a good relationship is dramatically portrayed. And, as is so often the case, the one who is most at fault blames the other for their marital difficulties.

Sometimes people must do what they most dread doing to overcome their fears. In this story, the mother, who is the only good person in the family, has harbored a secret that has tormented her and made her afraid, but after she finally lets it out, she is no longer afraid. Perhaps most people in the audience will not get this point from the story, but they are likely to realize for a moment at least that success can be an empty, sickly sort of thing unless it is based on integrity and recognition of the rights and welfare of others. Recommended.

My Teaching

Is Easier Because . . .

In the desk at home there is a handy file known as "The Hopper," into which go various cartoons, news pictures, clippings, graphs, articles, stories—anything with human interest value or a special appeal to young people.

These find their way into the classroom program by many routes. Some become display materials. Some provide springboard topics from which classes plunge into a flood of discussion. Others give a humorous or pleasant slant to "heavy ideas" or furnish comic relief when the going is hard. And there are those which provide the occasional constructive entertainment for an an all-important lift or a needed break in the routine. But perhaps the most valuable of all are those which can be given to individual students as manifestations of personal interest, understanding, or encouragement.

"The Hopper" costs only a few strokes of the scissors, but for the color it adds to classes and the rich dividends it pays in human relations it can be a veritable pot of gold in teaching.

WENDALL W. HANER
Ravinia School,
Highland Park, Illinois.

CURRICULUM TO FIT COMMUNITY

ELAINE A. WALLER
Rural Editorial Service
Chicago, Illinois

SUPERINTENDENT P. A. Wright and Principal Stan Bates are trying to do everything in their power to make Snohomish (Washington) High School the kind of school that gives its students what they want and need, whether it be more practical English, a course in beauty culture or a better understanding of where they will fit into the post-school world. "If when a student goes home he can hardly wait to get back . . . then we feel we have been successful."

Students, faculty and community vouch for the school's success. Said a senior, "Somehow the school is the main business in town—everything revolves around the school." Said a new teacher, "I was impressed with the high moral of the students, the professional standing of the teachers." A parent summed up community feeling with, "Why, it's the best high school in the state!"

Whether or not it is the best, Snohomish is certainly one of the busiest, busy with a kind of orderliness that indicates that most of the 550 students know where they are going. In the recreation room, a group of students may be rehearsing a radio script; in the lapidary lab, polishing agates and amethysts; in the biology room, planning a field trip to explore undersea life along the coast; in the psychology class, discussing courtship and marriage. But whatever they are doing, there always seems to be good reason for it.

The teen-talk group, the beautician training, the boys' home economics, in fact, the whole curriculum have developed out of student needs. When Mr. Wright found that many girls were quitting school to study cosmetology out of town, he set up a beauty school at Snohomish High. "If there are a dozen who want to do that, rather than send them off to private schools, we should provide it here," says Mr. Wright.

Now senior girls can spend half of each day learning how to care for hair and skin in the modern, well-equipped beauty laboratory.

A course in practical English was added to the curriculum to take care of students who seemed to be disciplinary problems and who needed the benefits of small classes, 20 to 25. The emphasis is on oral English, how to apply for a job, how to fill out questionnaires, how to spell common words, often taken from mistakes on the students' own papers. One girl enrollee reported, "I almost left school because I wasn't getting anywhere in English. Now it's my favorite." Harold Moe, vice-principal and instructor in practical English, says that he is trying to "find their interests, head them toward 'better' books." Now all incoming students take reading-English tests and the lower percentage are placed in practical English.

The teen-talk groups grew out of the need for a place where girls could "take down their hair." Under the guidance of English teacher Frances Hodge, who seems to have a super-understanding of girls, they meet during activity period to discuss problems ranging from clothes and budgets to "What shall I do when my parents don't like my friends?" While being sympathetic with the students, Mrs. Hodge says, "I try to give them the parents' point of view —since I have two children of my own."

Boys taking a brand of home economics designed especially for them are going to make ideal husbands some day. They'll know how to repair the sewing machine, talk intelligently with the architect about blueprints and even darn their sox. After studying family relations, they'll know what causes arguments and how to avoid them. Manners and mortgages, bread-baking and budgeting all come in for a thorough going-over. These fellows can press their own suits, too.

With accidents taking their yearly toll, driver training was another of those much-needed classes.

Mr. Wright and Mr. Bates are proud of their radio maintenance and repair shop, too. The equipment was left by the government at the termination of a wartime course. The boys in the class have set up a school public-address system, over which students make daily announcements. They have also assembled recording apparatus, which they use to record educational-radio broadcasts for later listening.

Fifteen students are enrolled in photography and have the advantage of a light-tight laboratory with six enlargers. Outside of regular assignments, students take pictures of school goings-on for the local paper.

"It's a pretty fine teacher who'll ask you how he can improve his class," say Snohomish students. That's exactly what psychology instructor Eugene Peisner did and his pupils aren't forgetting it. In place of the general psychology which students were obviously finding dull, Mr. Peisner is giving his students what they asked for, more vocational guidance, a study of courtship, marriage and mental hygiene, and, as a concession to their curiosity, a unit on abnormal personalities.

As for their more or less normal personalities, students in junior English write case histories of themselves, outline their vocational plans, have friends and parents rate their mental make-up. With this and a battery of personal and vocational tests as a basis, Mr. Peisner goes to work as guidance director, interviews each student and tries to help a boy find "how to get along with ma," or a girl decide whether to go into nursing. Say students, "You feel you can bring any problem to him."

Sometimes Mr. Peisner is dealing with parents who are becoming more and more interested in guidance.

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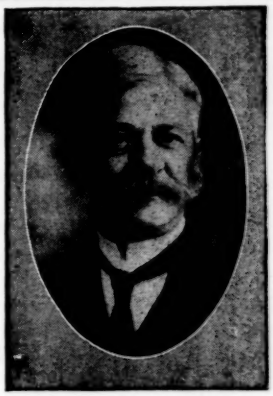

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Miles C. Holden, President Springfield, Mass.

After a recent P-TA meeting, five mothers rushed up to confront him with problems their children had brought up at home. Some parents, Mr. Peisner remarks happily, are sneaking looks at the books on family relationships which his psychology students bring home.

Contact between school and home is made again thhrough Mildred Blossey, Snohomish's home visitor. Besides the usual duties of scouting out causes of discipline and health problems, Miss Blossey visits every new family that moves into the district and explains what the school has to offer both young and old. She tells them about the Tuesday night folk dancing classes, the veterans' agriculture class, the nights the gym is open for volleyball and basketball, the lapidary and auto mechanics classes for adults, the school's farm shop, where farmers can repair or rebuild their trucks and tractors, the use which church groups, scouts and FFA make of the school. Town and rural people are almost as busy playing and working at the school as are the regular day students.

At times they even help out in the instruction, for Miss Blossey keeps a file of "community resources." The Methodist minister and his wife, who have traveled in Africa, the farmer who has been to Switzerland, the man who can talk about birds, rocks, spinning or weaving are listed here along with local industries, the fire station, the pulp mill.

Students are "resources" for the community, too. Clubs and lodges often call on them for musical or dramatic entertainment. The fact that the carpentry class built one of those scarce items, a house, for Mr. Peisner can't be overlooked either. But the biggest service to the community is rendered through the vocational-agricultural department. Whether it's milk testing, tree pruning or soil analyzing, the Future Farmers are ready to help.

Every day, 30 minutes, directly after lunch, is set aside for activities. Students can go out for model club, drill team, girls' club, press club, annual, movie club, FFA, folk dancing, drama, tumbling, tennis, music appreciation or teen talk. All these may sound like an over-abundance of extra-curriculars, but each has come into being for a reason. The folk dancing, for example, was first instituted to overcome the shyness of the boys; only the girls were dancing at the noon social hours. The experiment succeeded and what is more, folk dancing caught on, not only with the teen-agers but with their parents too; hence the evening class.

Wherever you happen to wander at Snohomish High School there is evidence that these students have been busy, from the fossils they've brought back from their biology field trips to their silk-screen draperies, paintings and photographs hanging in the recreation room. No chance to teach indirectly is overlooked. For example, a catchy word-a-week sign is displayed in the first-floor hall to illustrate the correct pronunciation of such confusers as *data*, *column* and *gratis*.

Everything at Snohomish seems to say, "This is a pleasant place to learn."

*reprinted from Washington Education Journal, May, 1948.

HOW DO YOU TEACH READING?

BEATRICE FORD PARKER

EVERY alert teacher has discussed with her colleagues the methods employed by them in the teaching of reading, has read extensively, and has questioned her supervisors concerning this most difficult subject. Facility in reading seems to come to the pupil in a mysterious, intangible way, defying exact analysis. Perhaps that is why reading is often the subject of greatest interest to the elementary teacher.

There are the phonetic approach, the visualization technique, word reading and sentence reading; there is the theory that the instructor simply assembles materials, cultivates interest, and then guides students while they veritably "teach themselves." Many methods are advanced, tested and proven workable, and accepted as trustworthy. Just how is the teacher to know which among these procedures is the most advisable for her and for her students?

One point of agreement would seem to have been reached by all: that *interest* is the springboard for the teaching of reading. Arouse in the student a genuine desire to read, and he is most likely to do so. In the beginning grades the aim is to create in the child the wish to learn to read; in the intermediate years, to make of him an enthusiastic and voluntary reader for enjoyment as well as for knowledge.

Today the social life of the preschool child is such that many children enter school with the desire to read already implanted; some are able to read simple words and spell out others. Regardless of the scientifically authenticated theory that a five year old is physically unqualified for reading because of undeveloped eye-movements, some few children will be able to read when they enter school. In most cases the teacher would prefer that beginners come to her with a reading interest, but free from reading habits which she may have to eradicate before introducing her program.

There are many procedures of recognized worth in providing initial reading interest. Children love a story. Most of them have had stories read or told to them in their homes. The teacher's reading of stories in the schoolroom will increase their interest. Dramatization of stories is helpful for beginners. When they have learned to read simple lines, each can take a part in the acting out of a story. They never seem to tire of repeating the same lines, giving different children a turn at portraying the various characters, and in the process they will gain valuable drill in word emphasis. In trying to get the interpretation across to their audience, children will read expressively and for the thought, not merely pronounce empty words in such a way as to sacrifice feeling to the mechanics of reading. Later in the year the teacher may read the beginning of a story to her class and let the children finish the story to find out what happens.

In the intermediate grades, students are beginning to clamor for "homework" like that given elder brothers and sisters. The teacher may take advantage of this by allowing students to read a poem or story at home and tell or write about it in school the next day. This may promote an interest in outside reading for both pleasure and information.

The free reading period is also enjoyed by students in the intermediate grades. During this pleasurable hour they may choose a book and "read for fun," with no reckoning or accounting demanded of them, covering more ground in silent perusual than they might in oral reading.

In all grades the library table with its colorful display is an important factor in the development of eager readers. The teacher will want to plan it with care. She will encourage the building of home libraries and the use of the public library.

These suggestions for the development of reading interest are but a few of many. They should be combined, to appeal to the various individualities to be found in the classroom. Interest alone is not likely to make competent readers out of non-readers. When the instructor is assured of it in her class, however, she may move forward with encouraging success. In the primary grades she will of course check carefully the lighting in her room, deal with print that is adequately large, and see to it that the pupils work with dull surface paper.

In all elementary grades there is a certain amount of unavoidable drill required in the teaching of reading, much of which can be handled in the form of games. A good reader may be provided with flash cards and put in charge of a small group of students who need practice in the words included. Score may be kept to see which of the group was able to read the greatest number of words correctly. An alert leader will have observed the way in which his teacher helps children to sound out words or to look for unusual formations of letters which characterize a word in such a way as to fix it in the mind, and will work in a simular manner. In the teaching of word meanings, opposites or synonyms may be printed on the board in two lists, and students may volunteer to go up and draw a line from one word to its mate in the other list. If colored chalk is placed in readiness, and the volunteer is allowed to choose the color with which he connects the two matching words, it is surprising how interest is increased. He may then read the words to the class and tell their meanings. The teacher may include words from the daily reading lesson review words,

and words from official listings for her grade.

In the beginning, Phonics should be taught in a separate period, although later it may be combined with both reading and spelling lessons. It will always prove to be a help to some children in the sounding out of new words. The recognition of parts of words will enable children to read whole words. After the root form of a word has been taught, students familiar with word variants, such as contractions, compounds, and prefixes and suffixes, should have little difficulty in attacking new forms of a familiar root. Phonic analysis and word building may become a part of the reading lesson when sufficient incentive is evoked simply by telling the students that these exercises will help them to read better. The student who feels the need of spelling out a word before being able to read it is presenting a strong indication that he has had an overdose of Phonics, and should be taught to glance through to the end of a word and read it in its entirety.

The pupil who attacks single words with facility but reads a phrase or sentence haltingly, may be in need of practice in sentence reading, removing the stress from words and placing it on the total or complete thought to be found in a sentence. In expending too much study on the mechanics of one new or unknown word, he is undoubtedly losing sight of the continuity and failing to grasp the whole meaning, which is after all, the main objective in reading. He can be helped to consider sentences as units, assisted in swinging along in the reading of phrases, catching the larger thought therein, and picking up some of the new words by content. Choral reading of poems, songs, or accumulative repetition stories will aid him in a rhythmic forward movement which weaves words together in an interdependence of meaning, showing word values in their various shades of importance and their emphasis within the phrase or sentence. This child needs practice in reading for information, so that he may see a sentence or paragraph as a complete thought-giving unit rather than as a series of separate words devoid of literary interest. He will learn to get an idea or picture from a sentence, and will cease to halt for the formation of one provoked by each individual word within that sentence.

The time-proven methods for promoting reading for comprehension are perhaps the best. Once students are well into a story they will have great fun reading "to find out what Bobby did next" (that they may read of happenings in sequence and then tell of them in the same sequence), or "to see what color the dress was which Mother wore" (that they may learn to scan a page quickly and select a relevant word or phrase in answer to a factual question), etc. The instructor will carefully choose for her questioning topics that are not shown in accompanying illustrations, so that children must *read* to answer.

There is such a wealth of variety available in reading lessons and games, that the teacher should find it possible to prolong incentive and to strengthen student confidence in their own ability to master a new form of assignment alone. The filling in of blanks, multiple choice answers, answering questions, oral or written reviewing of books or stories read, reading to solve problems or follow directions—these and many other variants may lift the teaching of reading out of a routine which threatens to become stultifying. While using these, the teacher will keep in mind always that the reading text itself is but the beginning, the nucleus of a much larger scheme in her plans for the building of competent readers. She will initiate her students as soon as possible into the use of a simple glossary or dictionary that they may advance themselves independently as far as their interest and abilities can carry them in the use of words.

Someday there will be little need for remedial work in reading, for students will be rated according to their ability level, guided for group advancement and judged on a growth basis, in an integrated, all-school plan. In the meantime teachers may study individual requirements and develop skills that are wanting with

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the aid of supplementary drill for children in need of it, helping to make up deficiencies without holding back the rest of the class. She will particularly want retardant readers to gain confidence, and will provide them with easy reading matter which may encourage them to attempt more difficult reading without fear, as she draws their attention to successes rather than failures.

It is not safe to limit classroom planning to one formal type of teaching in any subject. In order to reach all students and awaken in them a genuine interest for and love of reading, the instructor will combine all methods known to her which evoke a response in her particular student body. In a sense she will create a "custom made" reading plan to be uniquely hers during the year she has the group for which she tailored it. She will refuse to allow her program to become static or final, but will continue to try out new methods and to re-examine and reject outgrown devices as the need of, or advancement beyond, them is reflected by the growth of her class. She will not forget that the chief objective of the reading course is to lead students to become participators in the delightfully gratifying and profitable pursuit of reading for *fun* as well as for facts.

The Answer Swappers

SESSION SEVEN

Quadrilingual Exchange

The public schools of Cleveland have been using radio in education for the last 15 years: five years with time graciously given by commercial stations, 10 years over our own F. M. short wave station WBOE. From the very start the Division of Modern Languages seized this precious opportunity to enrich the language courses by bringing into the class-room programs spoken by natives of various foreign countries. In order to increase international understanding and to promote goodwill between young people of various nations, we arranged this year for an exchange of recorded programs in French, in German, in Spanish, between secondary school students in France, in Germany and in Mexico. The general topic chosen was: how the students in a "lycée," in a "gymnasium", or in a "liceo" live, study, play, how they react to the present world difficulties, how they face the future. Up to date we have received three recorded programs from France and two scripts from Germany. The programs from Mexico have not yet come. The first program from France was written and recorded by students, young men and young women, mostly from the lycée Molière in Paris, under the direction of Professor Marguerite Rocher. The next two were prepared by students from three "lycées" under the direction of Monsieur Pierre Carpentier, professor at the Lycée Pasteur.

The French programs were recorded on tape on the Brush Sound Mirror. Owing to the difference between the French alternating current and the American it was necessary to transcribe those programs again in this country at the speed of the American current.

The German programs were prepared by German boys and girls attending a "Gymnasium" in Munich and were directed by Mrs. Annemarie Schambeck, Director "Schulfunk" of Radio Munich, Office of Military Government For Bavaria. Mr. Sam H. Linch, Education Branch, Textbook and Materials of Instruction Section, Office of Military Government For Germany, Berlin, and Dr. Marian Edman, Head of Elementary Education for ERA Branch of the Office of Military Government For Bavaria, acted as valuable intermediaries between my office and the Schulfunk in Munich. Owing to lack of records the German programs could not be recorded and the scripts had to be broadcast from our own studio by native Germans now located in Cleveland.

Our students were very much interested in those broadcasts. They acquired through them a much more vivid understanding of the mode of life of young people in other countries. Several schools arranged for sending packages of school supplies to that Gymnasium in Germany after they heard the difficulties experienced by the students in securing paper, pencils, etc. Our own classes have prepared scripts on life in our secondary schools and those are being recorded and will be sent to the French and the German schools that sent us scripts or recordings.

The difficulties of initiation and of execution of such programs are many, but we are convinced that this exchange is very worthwhile. We are planning to continue it, on an even larger scale, if possible.

E. B. DE SAUZE
Director, Foreign Languages, Board of Education, Cleveland, Ohio.

Safety Made Vivid

In preventing accidents to school children, the teachers of Yardville Elementary School believe in using the past to make a better future. Nineteen actual cases of previous accidents formed the core of safety instruction. The following example illustrates the technique used:

Case 1. Playing on sliding boards. A child was playing on his sliding board at home and attempted to go down while standing up. He lost his balance and received a slight skull

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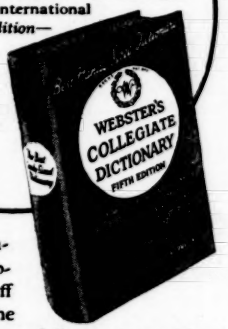

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fracture. Prevention—By discussing this experience at school, we focussed attention on the danger of standing on a sliding board. The children compiled their own set of safety rules governing the use of slides.

Other cases involved playing on porch railings and steps, playing on the see-saw, standing too close to swings, throwing snowballs, jumping games, throwing stones, riding bicyles on the school ground, running on stairs, playing at the drinking fountain, tripping on clothing, passing in the hall, crossing ice-covered water, playing in the streets, walking on slippery pavement and riding on buses.

Because the names of pupils could be given, as well as the actual injuries sustained, the teachers felt that the case-approach to safety was more effective than other less emotional approaches.

ANNA M. ANDREJCSIK
Yardville Elementary School,
Hamilton Township,
New Jersey.

It Seems to Me

BYRON C. KIRBY

Committee Work Valuable

Teachers can make valuable contributions through committee work and democratic procedures.

Two years ago, fifteen committees were organized for the purpose of (1) working out plans for improving the work in their respective areas, and (2) making a new Digest of the course of study. The kindergarten committee was composed of all kindergarten teachers in the city; the arithmetic committee, of an arithmetic teacher from each building; the language arts committee, of a language arts teacher from each building; and so on through the curriculum.

The superintendent appointed an administrative advisor for each committee, while the committees themselves elected their respective chairmen and secretaries. The advisors kept the work moving and unified, and at the same time, helped correlate the individual projects. All groups were coordinated by the Director of Elementary Curriculum.

In working out its part of the Digest, each committee was permitted the maximum freedom. This is allowable, since (1) practically all teachers in the system have college degrees; (2) all teachers learn much from their practical experiences in the classrooms; and (3) most teachers continue their professional study and research after leaving college. In any plan, the form without the spirit is dead.

The director, in cooperation with the chairman of the Elementary Digest Committee, issued mimeographed instructions to each chairman covering the organization, the arrangement of bibliography, the listing of basic and supplementary books and the statements of objectives. This all helped add oneness to the report.

The combined Digest—248 pages—is published in looseleaf form with a two-post binder. Hence, revision of

any part is possible without a general reorganization of the whole.

In addition to the fifteen committees previously mentioned, South Bend has several more; for instance, those in the fields of guidance, fees, audio-visual aids, testing, in-service training, teacher evaluation and intercultural relationships. The place is teeming with committees, but that all adds to alertness, harmony, and progress. True, this extra work makes heavy demands upon teachers. It means committee meetings, group meetings, research, tabulating materials and organizing field reports. But problems always come before solutions. Possible answers to this one are (1) supplying substitutes for teachers while they do curriculum work on school time; (2) paying curriculum committees for working during summer vacations; (3) paying curriculum committees for working on Saturdays and during vacations within the academic year.

Real democracy in education pays big dividends—so let's have more of it. The teachers, the children, the public—all will benefit thereby.

Across The Office Desk

By JAMES NEWELL EMERY

Home Work

Many parents of elementary pupils, particularly those whose children have poor reports, are insistent that the teacher send home work to be done under the supervision and with the help of the parents.

In senior high schools, and to some extent in junior high, home work to be done outside of the classroom is more or less necessary. The assignments are longer, more subjects are taken up, the pupils are more mature, and the hours in the classroom are shorter.

In the elementary grades, however, most educators are pretty well agreed that assigning home work to be done out of school serves no purpose, except on very rare occasions. The school course is so planned that the ordinary pupil of average ability should have no trouble in completing the day's assignment within the school hours—provided he gives the proper attention and concentration to it, and if he doesn't, all the home work in the world won't make any difference.

The average parent, except in rare cases, has scant idea of what the teacher wants to bring out in a lesson—particularly in the case of the so-called content-subjects: history, geography, hygiene, reading, language. Home help on the part of the parent often leads to confusion in the child's mind.

The child under 12 is usually in no mental condition in the evening to attempt anything involving serious mental concentration. He needs an early bedtime and plenty of sleep.

About the only homework that is of any value that might *occasionally* be given in the case of older elementary pupils is: (a.) A few selected words from the week's spelling lesson on which that pupil or several, may have had trouble. In such case a *few* minutes' drill by the parent might be of help. (b.) Two or three easy arithmetic problems illustrating some point which may have come up which has caused the class, or perhaps that individual pupil some trouble. But it should not degenerate into the parent's doing the problems for the child and sending them in.

Where the child has trouble with oral reading, it sometimes helps to have a child read aloud a little at home from some easy books that he may happen to have there—not the school texts. Attempts to read textbooks over at home may often kill the interest which is an important feature in classroom work. Fluent reading is not acquired in a day, a week or even a year, but is a long building-up process.

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The News Digest

Plan Study of School Building Needs

WASHINGTON, D. C.—A joint research project will be launched shortly in several parts of the nation to investigate the newest requirements and methods of design and construction of public school buildings. Co-sponsors of the study are The American Institute of Architects and the Producers' Council, national organization of building products manufacturers. The U. S. Office of Education will also cooperate.

In commenting upon the project, Walter A. Taylor, director of the Department of Education and Research of the A.I.A. declared that, excluding the field of housing, "the largest volume of needed construction in this country is in public school buildings." The joint research project he said, will lead to the construction of flexible experimental buildings, "probably on university campuses in connection with demonstration schools, in order that all elements of the problem may be tried in various combinations."

UNESCO to Translate World's Great Books

PARIS—Experts from eleven countries, meeting at Unesco House here, have drafted recommendations for translation of the world's great books. The project is aimed at building better understanding among peoples by making available the most outstanding written works of each culture in all languages.

Methods of preparing national lists of great books for translation, of the actual work of translation and of distributing and exchanging the finished product on an international basis were closely examined.

The panel of experts agreed that the initial lists should be drawn up in three categories: recognized classics written before 1901, modern classics up to 1939 and contemporary great books.

N. B. C. Tries Out College by Radio

LOUISVILLE, KENTUCKY — In cooperation with leading American colleges and universities, N. B. C. has launched a new adult education program. Tested this summer at the University of Louisville, this college-by-radio project will provide home study courses built around network produced programs and supplementary guidance broadcasts by local and university stations, together with assigned reading.

Students will register for courses at a nominal fee through the participating university, submit reports on their listening and reading and take examinations prepared by the college.

Two kinds of certificates will be awarded for work successfully completed—one for students not seeking college degree credits and the other, involving more concentrated study, for students desiring college credit.

N. J. Adds 10 Million To Aid Schools

TRENTON—As a result of an additional $10,000,000 state aid appropriation by the Jersey legislature, school districts will be enabled to pay teachers at least a $2,000 minimum this year. The previous minimum was $1,800.

At the past session of the legislature, improvements were also made in Pension Fund provisions, tenure was extended to superintendents and assistant superintendents, and the adult education law was modernized.

3-Year High Schools Increase One-Third

WASHINGTON, D. C. — Four-year high schools are gradually being replaced by the three-year senior high schools, according to a recent nation-wide survey by the U. S. Office of Education. The number of regular four-year high schools decreased by 1,093 from 1938 to 1946. The three-year senior high schools, part of school systems with junior high facilities, increased by 37.5 per cent.

Dr. Galen Jones, director of the Division of Secondary Education, Office of Education, pointed out that there has been a consolidation of high schools and that many such schools with fewer than 25 pupils have been eliminated.

N. E. A. Adopts Program To End School Crisis

CLEVELAND—Vigorous demands for ending the present crisis in America's schools were voiced at the summer session of the National Education Association in this city. The teachers called upon President Truman to reconvene the 80th Congress to enact federal aid legislation. At the same time Republican candidate Dewey was asked to clarify his attitude toward education, as a sequel to reports that he expressed antagonism to the teachers' propaganda methods while supposedly speaking off the record at a conference of Governors.

Having decided to up their dues from $3 to $5 a year to strengthen their war chest, the teachers indicated the need for a ten-year program of schoolhouse construction costing a billion each year; proposed a re-examination of teacher retirement systems with a view to providing a minimum pension of $2,400 at age sixty or after thirty years of teaching, with opportunity to move from state to state during employment without loss of pension status.

Academic freedom drew its share of attention and a strongly worded resolution was passed defining the right and duty of teachers to inform their students regarding controversial issues without risk of losing their positions or being branded un-American.

Speakers foresaw the necessity of recruiting and preparing a million new teachers within the next few years, and the present practice of certifying substandard personnel for teaching work was condemned.

Universal requirement of a bachelor's degree as minimum teaching equipment and of advanced study while in service was recommended in one of the resolutions adopted by the representative assembly. The members also pledged themselves to work for an extension of free schooling through the fourteenth grade, so that every capable young person may have the opportunity to round off his education with two years of junior college.

President for the coming year is Miss Mabel Studebaker, an Erie, Pennsylvania, high school teacher, who succeeds Dr. Glen Snow.

May Be Over Supply of Engineers, Chemists, Lawyers

WASHINGTON, D. C. — According to Ewan Clague, Commissioner of Labor, next year's graduates will face stiffer competition in the job market than did those seeking placement this June.

"In the next year or two," Mr. Clague estimated, "graduates in some fields will find that the supply of newly trained persons has outstripped the needs.

"A record of 35,000 engineers will be turned out in 1948, and over 45,000 in 1950.

"This tremendous volume of young engineers is many times the 6,000 or 7,000 needed to replace the older engineers dropping out of the profession annually."

He foresaw increasing competition also for jobs in chemistry, pharmacy and law, but said the need would continue great for teachers, physicians and dentists.

Stressing the need for guidance and further education, Mr. Clague said:

"The rapidly changing character of the demand-supply situation in the different occupations makes it necesssary for those who wish to plan their vocational preparation intelligently to seek vocational guidance through school or other community facilities. It also suggests that each individual should develop the greatest degree of occupational flexibility so that he can change jobs when necessary.

"Furthermore, there is a trend in both professional and other fields for employers to require more training. Therefore, the student who is going on with his schooling should consider carefully how best to broaden and extend his education.

"The person who is seeking a job now should keep in mind that he may not be finished with schooling; that he may want to take advantage from time to time of the facilities offered in his community for adult education."

Goslin to Head Pasadena Schools

PASADENA, CALIFORNIA—Dr. Willard E. Goslin, former Minneapolis superintendent, has accepted the superintendency here. He will succeed Dr. John A. Sexon, who retired after 20 years service.

In resigning from his Minneapolis post, Dr. Goslin cited the recent teachers' strike as a factor in his decision. "Teachers ought to be leading the struggle for changing the curriculum, for smaller classes, for repairing and rebuilding our dilapidated schools," he said. "As I see it, adequate annual pay for teachers will come and stay only in company with and as a part of such educational advances."

Dr. H. B. Bruner, former Oklahoma City school head, has been chosen to fill the Minneapolis vacancy.

Texas Citizens Form Education Council

DALLAS, TEXAS—The Texas State Congress of Parents and Teachers, the State Teachers' Association and the State Education Department have cooperated with local colleges in organizing a council to secure better teachers for Texas schools. Known as the Texas State Council on Teacher Education, the group will promote greater cooperation between schools and colleges and serve the State Department of Education in an advisory capacity.

Minnesotans Polled On Teacher Strikes

MINNEAPOLIS — Fifty-eight per cent of Minnesotans recently polled about the right of public school teachers to strike voted that teachers should have the same rights as other workers. Thirty-nine per cent of the state-wide group queried believed the Minneapolis teachers were justified in their walk-out of last spring.

Comments on the Minneapolis strike mentioned the teachers' salary cuts and the fact that they "didn't have any luck trying other ways" of getting their "poor wages" raised.

Library Association To Fight Censorship

ATLANTIC CITY, N. J. — Disturbed by growing signs of censorship, members of the American Library Association meeting here called on civic and professional groups to join in a campaign to safeguard intellectual freedom.

Book banning in various sections of the country and pressures on libraries for withdrawal of books or magazines were cited. Dr. Luther Evans, head of the Library of Congress, denounced the tendency to place information, hitherto considered open, in the restricted category.

The Association adopted a Bill of Rights for libraries, calling for full provision of materials representing all points of view on current questions, combatting censorship, with the enlisted cooperation of allied groups in science, education and publishing, and welcoming the use of libraries as meeting places for socially useful and cultural groups and discussion of current questions.

Schools Cost States 21c. of Tax Dollar

WASHINGTON—Of each dollar spent by state governments last fiscal year, 21 cents went for school purposes, the Census Bureau reported recently.

The total was $1,700,000,000, an increase of $400,000,000 over the previous year. It compared with $1,500,000,000 for highway purposes, which took 19 cents of each dollar spent by the states.

The bureau said state government spending on schools amounted to an average outlay of $12.51 for each man, woman or child in the country during fiscal 1947.

Keppel Harvard's Education Dean

CAMBRIDGE, MASS.—President James B. Conant has announced appointment of a 32-year-old educational administrator as Dean of the Graduate School of Education at Harvard University. The new Dean is Francis Keppel, formerly assistant to the Provost of the University.

Mr. Keppel will succeed Professor Phillip J. Rulon, who served as Acting Dean of the school during the war years.

Under Mr. Keppel's direction, it was explained, the Graduate School of Education will continue its primary interest in the training of men and women for educational administration and for educational research.

Chicago Schools Issue Literature Manual

CHICAGO, ILLINOIS — A comprehensive guide book for teaching literature in the 7th and 8th grades has been published by the Chicago Board of Education's curriculum department.

The work of three teachers and a district superintendent, the book is aimed at increasing youngsters' appreciation of literature. The best ideas of many superior teachers have been included.

The new volume contains sections which will help teachers to explain literary contributions to aviation and the significant role of home and school activities in everyday lives as well as to instill a sense of adventure through books. Programs for building ideals for work and play and for the promotion of racial and religious understanding are also included.

XUM

Nuns May Bow to N. D. Garb Act

BISMARCK, N. D.—Clothed in civilian dress, Catholic nuns may teach in North Dakota public schools this fall despite recent passage of a measure intended to stop them.

Two ranking members of the Catholic Church in North Dakota advised the nuns that the church had no objection to their donning "respectable secular dress" to comply with the state's new law.

The so-called "anti-garb" act, sponsored by a group of Protestants, including clergymen, prohibits any public school teacher from wearing garb denoting membership in a religious order. The act does not mention Catholic nuns by name, but admittedly is aimed chiefly at them.

The act was approved at the June 29 primary election by a majority of some 10,000 votes.

N. E. State Universities Adopt Regional Idea

HARTFORD, CONN.—New England's six land grant colleges will exchange students and teachers and cooperate in research and other matters under a plan announced by President Albert N. Jorgensen of the University of Connecticut.

Cooperating units, Dr. Jorgensen said, are the Universities of Maine, New Hampshire, Vermont, Massachusetts, and Connecticut, and Rhode Island State College.

Dr. Jorgensen said that it is felt that in the fields of medicine, dentistry, nursing, veterinary medicine, forestry, landscape architecture, law, pharmacy, social service, government service, and journalism, "one strong division could serve the interests of the New England group, and that none of the institutions could alone support all such divisions."

Students would be exchanged, he said, only for those courses which the home state institution did not offer.

N. C. Improves Pupil-Teacher Ratio

RALEIGH—The North Carolina Board of Education has allotted funds for hiring 800 new teachers for this semester. Under a new community apportionment program, the teaching load throughout the state can be set at six teachers for the first 171 pupils and one additional teacher for each 33 pupils thereafter.

In the past, the ratio has been six teachers for the first 175 pupils and one teacher for each additional 36 pupils.

New Goals Set for Preparation of Teachers

BOWLING GREEN, OHIO—Leading American educators proposed here that funds available for teacher training institutions be doubled in order to improve the instruction offered.

A series of recommendations aimed at better teacher training was adopted by the National Conference on Teacher Education, sponsered by the N. E. A. Committee on Teacher Education and Professional Standards.

One recommendation called for the creation of a national agency, sponsored by the profession, to rate teachers' colleges on the basis of their work and to accredit their programs. Such an agency, it was thought, might do for teaching standards what the American Medical Association has done for medicine.

Other recommendations adopted by the conference were:

1. A maximum of twenty-five pupils in each class in elementary schools and four classes of twenty-five pupils each for high
2. A nation-wide campaign to recruit more and better students for the teaching profession.
3. Expansion of counseling and guidance programs in high school and college.
4. Immediate adoption of a four-year college requirement for all teachers, with an eventual goal of five-year minimum.

Puerto Rico Plans School Survey

Plans are being formulated in Puerto Rico for a comprehensive survey of public education there, with a view to strengthening the island's expanding school system. The last general survey, conducted in 1925 by a group of Columbia University educators, led to many sweeping improvements.

According to Francisco Collazo, Acting Commissioner of Education, the island's public school system has experienced a "remarkable growth." Enrollment, he said, has jumped from 227,280 in 1925 to 410,590 in 1946-47. The number of school buildings either owned outright or leased by the government has risen from 2,497 to 3,002, and the number of classroom units has doubled.

Tennessee Adopts Better Schools Plan

Dr. Burgin E. Dossett, State Commissioner of Education, has endorsed the school improvement program of the Tennessee Education Association.

The program to be presented to the legislature in January provides for: retention of the sales tax and full continuation of the increased revenues this tax has brought to the public schools; increased salaries for teachers who are college graduates; continued state aid for new school buildings; more liberal support for higher education; provision for expanded school needs as indicated by Tennessee's soaring birth rate.

This Robot Grades Exams

MIAMI, OHIO—Prof. W. H. Steinbach of the University of Miami has devised a machine that tirelessly and unerringly grades homework and examination papers. His robot can examine and mark ten papers a minute with an accuracy of 99 per cent. But the questions have to be of the "true or false" kind. They are printed on special paper and marked by the student with a pencil. A photoelectric cell, or electric eye, scans the answers.

One of these machines operated by a full-time attendant has cut the cost of grading by 80 per cent at the University of Miami, where 20,000 papers are handled each semester. The university was driven to the installation of the machine when the first semester of a class in general inorganic chemistry increased from 240 students to 1,900.

Smith College Head Retires

NORTHAMPTON, MASS.—Dr. Herbert J. Davis, president of Smith College since 1940, has announced that he will retire next year to devote himself to scholarly research and writing. The board of trustees has named a committee to choose his successor.

Convalescing from an emergency appendectomy, Dr. Davis attended the June baccalaureate services in a wheel chair.

Stoddard to Los Angeles; Local Man Successor

PHILADELPHIA—Resigning amid controversy over alleged mass promotions in the Philadelphia schools, Superintendent Alexander J. Stoddard accepted a call to head the schools of Los Angeles, and within ten minutes the board elected Louis P. Hoyer to the post thus opened. Hoyer has been connected with the local system for the past twenty-five years and was assistant superintendent prior to this promotion.

Dr. Stoddard was superintendent in Providence, Rhode Island, in 1939, when he came to this city, where his salary has been $18,700 yearly. He is 59; his successor 60. Chairman Saul of the Philadelphia board expressed pleasure that a man familiar with local conditions had been named.

National Guide To Schools and Colleges

WASHINGTON, D. C.—A guide to selection of school or college education is now available from the Office of Education, Federal Security Agency.

Prepared by Walter J. Greenleaf, the guide will assist students in mapping future educational programs and to aid vocational counsellors in advising students on selection of a school. "What School or College?", a four-page leaflet, covers the field of vocational education—colleges, junior colleges, high schools, vocational schools, technical high schools, private trade schools, and correspondence schools.

Copies may be obtained by requesting Misc. 3276 from Information and Publications Service, Office of Education, Federal Security Agency, Washington 25, D. C.

Princeton Fellowships In Psychometrics

PRINCETON, N. J. — The Educational Testing Service, Princeton, N. J., is offering for 1949-50 its second series of research fellowships in psychometrics leading to the Ph.D. degree at Princeton University. Open to men who are acceptable to the Graduate School of the University, the two fellowships carry a stipend of $2,200 a year and are normally renewable.

Fellows will be engaged in part-time research in the general area of psychological measurement at the offices of the Educational Testing Service and will, in addition, carry a normal program of studies in the Graduate School. Competence in mathematics and psychology is a prerequisite for obtaining these fellowships. Information and application blanks may be obtained from: Director of Psychometric Fellowship Program, Educational Testing Service, Box 592, Princeton, N. J.

Grins Between Grinds

GUILTY LOOK

A certain business man had the habit of leaving his umbrellas at his office. One morning as he was going to work he sat next to a young woman in the street car and as he arose to get off he absent-mindedly picked up her umbrella. She said, "Pardon me, but that's mine." The man was of course quite embarrassed.

That night he decided to take all his umbrellas home with him. When he got into the car, there was the same young woman. She leaned forward and said confidentially, "You had a good day, didn't you?"

EASY DOES IT

An old railroad engineer had just pulled his locomotive up to the water tank. The new fireman mounted the tank and brought down the spout. His foot got caught and he stepped right into the tank. "Son," said the old fellow laconically, "just fill the tank with water. You don't have to stamp it down."

SHOPPING LIST

An American official stationed in China had finally arranged to have his wife come over to join him. He asked his Chinese houseboy to make out a list of kitchen supplies that might be needed. The boy came up with a neat handwritten document which included several interesting items:

Bacon powder, tomato soap, one woolen bowl, washing soup, one kitten knife, one flying pan.

WHAT NEXT?

The captain of a small vessel turned in for a few hours' sleep, leaving a boy to do the steering. It was a bright starlit night and the lad had been told to watch the North Star and keep his prow pointed in its direction.

After a while the young pilot fell asleep and the boat drifted around. When the boy woke up and saw the North Star behind him, he called the skipper to wake up.

"Give me another star," he said. "We've passed that one."

MAY BE BACK

The other day a man, frantic to locate a place to live, asked a naturalist if he knew where he could find a house.

The naturalist replied: "House? Boy, you're getting soft. Why don't you live out in the open air, let old Mother Nature cover you with a blanket of stars, and have the blue firmament above as a roof?"

"Frankly," said the man, "I had in mind something a bit smaller."

STILL THE MASTER

The traveling man's eyes bulged when he entered a small general store and saw a dog, seated in a chair, pushing discs about on a board with his front paws.

"You mean to tell me," he inquired incredulously, "that your dog is playing checkers?"

"Sure," replied the proprietor, "I learned him."

"Why, man, do you know what you've got there?" asked the salesman. "You could go into vaudeville and clean up a fortune with a dog as smart as that."

"Oh, I don't know," sniffed the storekeeper. "He's not so smart. I beat him the last three games."

TRY IT SOME TIME

The old mountaineer gran'paw was sitting in his favorite rocker on the front porch of his cabin. He was rocking leisurely east and west.

Sitting beside him, rocking north and south was his youngest son Bud, an innocent little shaver of forty-two.

Without turning his head, the old man said: "Sonny boy, 'sno use t' wear yerself out thataway. Rock with the grain and save yer stren'th."

PETTY LARCENY

"I sent my little boy for two pounds of plums and you only sent me a pound and a half."

"My scales are all right, Madam. Have you weighed your little boy?"

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Allyn and Bacon, Boston, New York
Chicago, Atlanta, San Francisco, Dallas

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The Macmillan Co.
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Scott, Foresman and Company
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L. G. BALFOUR COMPANY—
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